

School of Theology at Claremont



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# Year Book

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The Board of Sunday Schools  
— *of the* —  
Methodist Episcopal Church

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WILLIAM S. BOVARD  
Corresponding Secretary

HENRY H. MEYER  
Editor of Sunday School Publications

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NINETEEN HUNDRED and TWENTY-THREE  
Old Series LXXXIII :: :: New Series XVI



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THE BOARD OF SUNDAY SCHOOLS  
1923 OF THE  
METHODIST EPISCOPAL CHURCH

YEAR BOOK

NINETEEN HUNDRED  
AND TWENTY-THREE

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Khandwa: Rev. John Mayo, Khandwa.

Meerut: Rev. John W. Alexander, Meerut.

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KOREA—Rev. John V. Lacy, Seoul.

Mr. Pyun Sun Ok, Seoul.

PHILIPPINE ISLANDS—Rev. A. L. Ryan, Manila.

SOUTH AMERICA—Rev. Hugh C. Stuntz, Santiago, Chile.

**MINUTES OF THE MEETING OF THE CORPORATION OF THE BOARD OF SUNDAY SCHOOLS OF THE METHODIST EPISCOPAL CHURCH**

The corporation of the Board of Sunday Schools of the Methodist Episcopal Church met at the Edgewater Beach Hotel, Chicago, Illinois, February 6, 1924, at 9:30 o'clock A. M.

The meeting was called to order by the President, Bishop Thomas Nicholson.

A service of worship was conducted by the presiding officer, assisted by William C. Hanson.

The following members of the corporation were present:

THOMAS NICHOLSON	L. F. CORLEY
FREDERICK D. LEETE	J. O. WILLIAMS
L. B. LONGACRE	O. G. MARKHAM
CHARLES M. STUART	I. B. SCHRECKENGAST
WILLIAM E. CARPENTER	W. F. KENDRICK
A. C. KNUDSON	J. S. HOAGLAND
T. E. CRAMER	EUGENE WEIFFENBACH
F. J. HUBACH	J. G. HILL
G. F. SHEPHERD	ANDREW WARNER
C. W. FLESHER	WILLIAM S. BOVARD
FOSTER C. ANDERSON	HENRY H. MEYER
H. ALMON CHAFFEE	W. J. THOMPSON
W. J. KING	N. E. RICHARDSON

On motion of L. B. Longacre the Recording Secretary was instructed to cast one ballot for the following officers of the corporation for the ensuing year:

*President*, THOMAS NICHOLSON.

*First Vice-President*, HOMER C. STUNTZ.

*Second Vice-President*, FREDERICK D. LEETE.

*Corresponding Secretary*, WILLIAM S. BOVARD.

*Recording Secretary*, O. G. MARKHAM.

*Assistant Recording Secretary*, GEORGE W. DIXON.

*Treasurer*, WILLIAM C. HANSON.

On motion of C. W. Flesher, the Recording Secretary was instructed to cast one ballot for the following managers of the corporation for the ensuing year:

THOMAS NICHOLSON	C. W. FLESHER
HOMER C. STUNTZ	FOSTER C. ANDERSON
FREDERICK D. LEETE	L. F. CORLEY
H. ALMON CHAFFEE	J. O. WILLIAMS
L. B. LONGACRE	O. G. MARKHAM
W. J. THOMPSON	I. B. SCHRECKENGAST
CHARLES M. STUART	GEORGE W. DIXON
WILLIAM E. CARPENTER	W. F. KENDRICK
R. P. HOLLETT	J. S. HOAGLAND
A. C. KNUDSON	EUGENE WEIFFENBACH
W. J. KING	J. G. HILL
N. E. RICHARDSON	ANDREW WARNER
T. E. CRAMER	WILLIAM S. BOVARD
F. J. HUBACH	HENRY H. MEYER
G. F. SHEPHERD	

On motion of A. C. Knudson, the Secretary was instructed to file the proper certificate of election of the managers of the corporation with the Recorder of Deeds of Cook County, Illinois.

The minutes of the meeting were read and approved.

On motion of J. G. Hill the meeting of the corporation adjourned.

O. G. MARKHAM,

*Recording Secretary.*

#### MINUTES OF THE MEETING OF THE MANAGERS OF THE CORPORATION

The managers of the Board of Sunday Schools of the Methodist Episcopal Church met at the Edgewater Beach Hotel, Chicago, Illinois, February 6, 1924, at 10:00 o'clock A. M., Bishop Thomas Nicholson presiding.

The following persons were present:

THOMAS NICHOLSON  
FREDERICK D. LEETE

L. B. LONGACRE  
CHARLES M. STUART

WILLIAM E. CARPENTER	O. G. MARKHAM
A. C. KNUDSON	I. B. SCHRECKENGAST
T. E. CRAMER	W. F. KENDRICK
F. J. HUBACH	J. S. HOAGLAND
G. F. SHEPHERD	EUGENE WEIFFENBACH
C. W. FLESHER	J. G. HILL
FOSTER C. ANDERSON	ANDREW WARNER
H. ALMON CHAFFEE	WILLIAM S. BOVARD
W. J. KING	HENRY H. MEYER
L. F. CORLEY	W. J. THOMPSON
J. O. WILLIAMS	N. E. RICHARDSON

The Treasurer, William C. Hanson, submitted his annual report. (See page 115.)

On motion of William E. Carpenter the report was received and referred to the Finance Committee.

William S. Bovard, for the committee appointed to examine the securities for the investment of the permanent fund, submitted the following:

"This certifies that we have examined the securities of the Board of Sunday Schools as listed by the treasurer and kept in the box at the Harris Trust and Savings Bank, and that we found them all intact as listed.

WILLIAM S. BOVARD,  
CHARLES M. STUART,  
*Committee.*"

On motion of C. M. Stuart, the report was received, and referred to the Finance Committee. (See page 119.)

On motion of William E. Carpenter it was voted that the managers authorize the Treasurer to borrow an amount not to exceed one hundred thousand dollars at any one time during the year, as may be authorized by the Finance Committee.

The minutes of the meeting were read and approved.

On motion of Foster C. Anderson the meeting adjourned.

O. G. MARKHAM,  
*Recording Secretary.*

**MINUTES OF THE ANNUAL MEETING OF THE  
BOARD OF SUNDAY SCHOOLS OF THE  
METHODIST EPISCOPAL CHURCH**

The annual meeting of the Board of Sunday Schools of the Methodist Episcopal Church convened at the Edgewater Beach Hotel, Chicago, Illinois, February 6, 1924, at ten o'clock A. M., Bishop Thomas Nicholson presiding.

The following members of the board were present:

THOMAS NICHOLSON	L. F. CORLEY
FREDERICK D. LEETE	J. O. WILLIAMS
L. B. LONGACRE	O. G. MARKHAM
CHARLES M. STUART	I. B. SCHRECKENGAST
WILLIAM E. CARPENTER	W. F. KENDRICK
A. C. KNUDSON	J. S. HOAGLAND
T. E. CRAMER	EUGENE WEIFFENBACH
F. J. HUBACH	J. G. HILL
G. F. SHEPHERD	ANDREW WARNER
C. W. FLESHER	WILLIAM S. BOVARD
FOSTER C. ANDERSON	HENRY H. MEYER
H. ALMON CHAFFEE	W. J. THOMPSON
W. J. KING	N. E. RICHARDSON

Announcement was made that Bishop Homer C. Stuntz was prevented from being present by an assignment to hold a Conference in Florida during the early part of February.

The Corresponding Secretary presented the printed program for the annual meeting and on motion by W. J. Thompson this program was adopted as the order of business.

On motion of William S. Bovard the following persons were requested to act as press representatives:

<i>California Christian Advocate</i> .....	J. G. HILL
<i>Zion's Herald</i> .....	J. V. THOMPSON
<i>The Christian Advocate</i> .....	HENRY H. MEYER
<i>Pittsburgh Christian Advocate</i> .....	CORLISS P. HARGRAVES
<i>Western Christian Advocate</i> .....	FOSTER C. ANDERSON

<i>Central Christian Advocate</i>	WILLIAM C. HANSON
<i>Pacific Christian Advocate</i>	ROGER ALBRIGHT
<i>Southwestern Christian Advocate</i>	W. J. KING
<i>Northwestern Christian Advocate</i>	GILBERT LOVELAND
<i>Michigan Christian Advocate</i>	W. F. KENDRICK
<i>Methodist Advocate Journal</i>	M. J. TRENERY
<i>Epworth Herald</i>	BERT E. SMITH
<i>Christian Apologete</i>	EUGENE WEIFFENBACH
<i>Washington Christian Advocate</i>	H. C. WILSON

Gilbert Loveland was requested to take charge of publicity through the local press.

A worship service was conducted by F. J. Hubach.

William S. Bovard gave a resumé of the meetings of the Executive Committee of June 26, and October 17, 1923, and on his motion the minutes of these two meetings were adopted and ordered printed in the Year Book. (See pages 24 and 29.)

In connection with the minutes of the Executive Committee meeting of June 26, Dr. Bovard read the inter-board agreement between the Board of Foreign Missions and this board, which was approved and authorized to be continued. (See page 26.)

On motion of William S. Bovard all matters pertaining to radio service and its possibilities were referred to the Committee on Motion Pictures.

William C. Hanson presented the report of the auditors for the year ending December 31, 1923, and on his motion the report was referred to the Finance Committee. (See page 118.)

William C. Hanson read his report as treasurer, and on motion of William E. Carpenter the report was received and referred to the Finance Committee. (See page 115.)

William S. Bovard, Corresponding Secretary, read his annual report. (See page 35.)

On motion of J. G. Hill the report was received and its various portions were referred to the different committees, in keeping with their appropriate responsibilities.

In the temporary absence of the President, Bishop Leete acted as chairman of the meeting.

The Corresponding Secretary introduced the following persons, members of the staff and visitors: Rev. T. Ross Hicks, Miss Mildred O. Moody, Rev. Roger Albright, Dr. Frederich Wunderlich, Dr. A. J. Bucher, Mrs. C. W. Flesher, Rev. E. Leigh Mudge, Rev. C. I. Andrews, Rev. Robert B. Davids, Dr. H. C. Wilson, Dr. M. J. Trenery, Dr. Corliss P. Hargraves, Rev. C. L. Hay, Mrs. William S. Bovard, Rev. Cecil D. Smith, Dr. Wade Crawford Barclay.

It was voted that the chairman be requested to plan for a suitable memorial service in honor of former President Woodrow Wilson as the first item on the program for the afternoon session.

On motion the session adjourned, the closing prayer being offered by W. F. Kendrick.

### Wednesday Afternoon, February 7

The session opened at two o'clock, Bishop Nicholson presiding and conducting the devotions.

In harmony with a nation-wide observance, the members of the board united in a brief memorial recognition of the life and services of former President Woodrow Wilson.

Dr. Henry H. Meyer, Editor of Sunday School Publications, presented his report, (see page 62), and on motion it was referred to the appropriate standing committees.

On the request of Dr. Meyer, Dr. Wade Crawford Barclay, Associate Editor, made a supplemental report.

On motion of Charles M. Stuart, a committee was appointed to extend our greetings and good wishes to

Dr. Edward S. Lewis, Associate Editor, and to Mrs. J. Woodbridge Barnes, Elementary Editor, who have been very ill. Charles M. Stuart and W. J. Thompson were appointed to act as that committee.

C. W. Flesher moved that the chairman appoint a Committee on Resolutions, and the committee was appointed as follows: I. B. Schreckengast, Foster C. Anderson, William E. Carpenter, F. J. Hubach, J. G. Hill.

Under the general topic "How the Board has Carried On Its Work in the Field," M. J. Trener reported for the Extension Department (see page 172), and supplemental reports were given by Robert B. Davids and C. I. Andrews.

On motion of William S. Bovard this report was referred to the Extension Committee, and it was agreed that later reports, as they may be made by the superintendents of departments shall be referred to the appropriate committees without separate formal action.

Corliss P. Hargraves made his report as Superintendent of Foreign Work. (See page 182.)

H. C. Wilson made his report as Superintendent of Institutes. (See page 197.)

At different times during the session up to this time speakers had made reference to the use and further possibilities of the radio service in connection with Sunday-school work. In particular, Bishop Nicholson made some comment on the possibilities to the Sunday school and church of a broadcasting station that might be set up at the Chicago Temple. William E. Carpenter, on a question of privilege, referred to these observations and in an earnest way spoke of a conviction borne in upon him that such a plan should be decided on, and to bring the suggestion to definite form he said that after consultation with C. W. Flesher they wished to propose that an effort be made to find one hundred persons who would

be willing to give five hundred dollars each to set up such a broadcasting station at the Chicago Temple, and he added that they were ready to be two of the one hundred persons.

Dr. Ernest Lyman Mills, of the foreign field force in Europe, was introduced, and he presented Dr. Fred-erich Wunderlich, of Leipzig, Germany, now engaged in special study of Sunday-school work in this country, who brought greetings from our workers in Europe, and com-mitted upon interesting phases of their work.

On motion of I. B. Schreckengast, William S. Bovard and O. G. Markham were appointed a committee on nominations.

On motion of Andrew Warner, the chairman appointed H. Almon Chaffee, C. L. Hay and William S. Bovard as a special committee to consider the matter of Sunday-school statistics.

On motion of J. S. Hoagland the session adjourned, after a closing prayer by J. G. Hill.

### **Wednesday Evening, February 6**

The session opened at eight o'clock, Bishop Leete pre-siding. The devotions were conducted by William E. Carpenter.

In continuation of the general topic, "How the Board has Served the Local Church and Community," Bert E. Smith presented his report as Superintendent of Adult Work. (See page 155.)

James V. Thompson, Superintendent of Young Peo-ple's Work, presented his report. (See page 229.)

Rev. E. Leigh Mudge, representing the Editor of Young People's Publications, introduced Miss Wilma McFarland, Managing Editor of *The Portal*, who gave an informing statement concerning that publication.

Roger Albright, Superintendent of Elementary Work, and Acting Superintendent of Teacher Training, presented his reports for these departments. See pages 165 and 215.)

On motion of Charles M. Stuart the report of Gilbert Loveland was carried over, to be heard at a special session ordered for 11:30 o'clock Thursday morning.

In closing the evening session prayer was offered by A. J. Bucher.

### Thursday Morning, February 7

The Thursday morning session began at 11:30 o'clock, Bishop Leete presiding. Devotions were conducted by L. F. Corley.

The minutes of the sessions of Wednesday morning, afternoon and evening were read and approved.

Gilbert Loveland, Superintendent of Missionary Education, made his report. (See page 206.)

At the suggestion of the Corresponding Secretary, Dr. Ernest Lyman Mills was invited to speak concerning the work of the board in Europe, and of the work for the Federal Council of Churches for which he has been called to this country.

William S. Bovard reported that at a meeting of representatives of the Board of Home Missions and the Board of Sunday Schools, in Chicago, on January 21, 1924, a joint committee from these two boards was designated to act as the Bureau of Architecture. The members representing the Board of Sunday Schools are, William S. Bovard, William C. Hanson and H. C. Wilson, and those representing the Board of Home Missions are, W. L. McDowell, Paul L. Vogt, M. P. Burns and Alexander Corson. The report was approved by the board.

On motion of Henry H. Meyer the session adjourned, and the closing prayer was offered by Eugene Weiffenbach.

### Thursday Afternoon, February 7

The afternoon session convened at 2:30 o'clock, Bishop Leete presiding and conducting devotions.

The minutes of the forenoon session were read and approved.

The Committee on Nominations reported that the Executive Committee should be as provided for in the by-laws and that the other standing committees be appointed, as follows: (See page 6.)

Reports from the following committees were presented and adopted:

Committee on Finance. (See page 119.)

Committee on Future Policy of the Board. (See page 147.)

Committee on Sunday School Administration. (See page 150.)

Committee on Institutes. (See page 140.)

Committee on Extension. (See page 135.)

### Fraternal Greetings

At this place on the program the Corresponding Secretary introduced Dr. R. J. Wade of the Committee on Conservation and Advance, who made a brief address.

Rev. Albert Knudson, who was present as the guest of his son, A. C. Knudson, was introduced to the board by W. J. Thompson.

Mr. William F. McDermott of the Committee on Conservation and Advance, was also introduced.

Rev. C. M. McConnell, Rural Specialist and representative of the Board of Sunday Schools on the Commission on Life Service, was introduced and addressed the meeting in the interest of his work.

The following committees presented their reports and the reports were adopted:

Committee on Young People's Work. (See page 153.)

Committee on Foreign Work. (See page 138.)

Committee on Teacher Training. (See page 148.)

Committee on Motion Pictures and Radio Service.  
(See page 145.)

Committee on Missionary Education. (See page 142.)

The Corresponding Secretary called the attention of the members of the board to Mr. Loveland's resignation as Superintendent of the Department of Missionary Education, and expressed his very great regret at losing so valuable a member of his staff; stating that until the General Conference the department will be cared for by some one to be appointed from the present staff. Mr. Flesher, for the Committee on Missionary Education, expressed very high appreciation of Mr. Loveland's services and regret over his departure from this work.

Mr. Loveland made a brief statement in regard to his plans and his promise to Dr. S. Earl Taylor to return to him whenever he should request him so to do.

The report of the Committee on Elementary Work was presented by L. F. Corley and adopted. (See page 133.)

Miss Mildred O. Moody was introduced by the Corresponding Secretary, and made a statement concerning the new group lessons for elementary pupils; and the same matter was briefly discussed by Dr. Meyer.

On motion of W. F. Kendrick, a committee consisting of Henry H. Meyer and I. B. Schreckengast was appointed to prepare a resolution for general publication in regard to these group lessons. (See page 134.)

T. E. Cramer presented the report of the Committee on Adult Work, and the report was adopted. (See page 132.)

William S. Bovard made a brief verbal report on the matter of Week-Day Religious Education.

The report of the Committee on Curriculum was presented by Wade Crawford Barclay, and it was voted

that the report should be read by paragraphs and adopted in that way, and then as a whole. At the conclusion of the reading of the report on motion of C. W. Flesher it was adopted as presented. (See page 121.)

C. L. Hay reported for the special committee on Sunday-school statistics, and the report was adopted. (See page 151.)

On motion of the Corresponding Secretary it was voted that any matter presented in any of the foregoing reports that may anticipate action by legislation in the General Conference be referred to the Corresponding Secretary to be put in the form of suitable memorials.

On motion of Dr. Bovard it was voted that the Corresponding Secretary and the Editor of Sunday School Publications be a committee to prepare material for the General Conference Handbook which shall be the report of the Board of Sunday Schools and of the Editor of Sunday School Publications.

On motion of the Corresponding Secretary it was voted that any item of unfinished business be referred to the Executive Committee for consideration.

O. G. Markham moved that the minutes of the preceding sessions having been read and approved, the minutes of this, the Thursday afternoon session, be referred to the Recording Secretary and the Corresponding Secretary for such editing as may be necessary, and it was so voted.

### Thursday Evening, February 7

The annual dinner of the board took place at the Edgewater Beach Hotel at 6:30 o'clock, Bishop Leete presiding.

Special music was furnished by the Oriental Quartette.

Prayer was offered by Charles M. Stuart.

The address of the evening was made by Chancellor Charles Wesley Flint, LL.D., of Syracuse University.

On motion of Charles M. Stuart, the Corresponding Secretary was requested to send a message of greeting to George W. Dixon, who had been prevented by illness from attending the annual meeting.

I. B. Schreckengast presented the report of the Committee on Resolutions, expressing very great appreciation of the services of the President of the board, the Corresponding Secretary, the Editor of Sunday School Publications, and all those associated with them, also to Chancellor Flint for his masterly address, and to Dr. Trenery and the hotel management for their unfailing attention to the comfort and convenience of the members of the board during the meeting. On motion of Dr. Schreckengast the resolutions were adopted.

William S. Bovard was introduced by the presiding officer in token of the fine leadership the Corresponding Secretary has given the work of the board for the quadrennium, and he in turn commented on the growing response of Methodism as seen in the work and successes of the Sunday-school interests.

On motion of William E. Carpenter the annual meeting adjourned after song and prayer. Led by the quartette the audience sang "America" and the closing prayer was offered by Dr. R. J. Wade.

O. G. MARKHAM,  
*Recording Secretary.*

#### MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE

The Executive Committee of the Board of Sunday Schools of the Methodist Episcopal Church met at the Old Colony Club in the La Salle Hotel, Chicago, Ill., June 26, 1923, at ten o'clock A. M.

In the absence of the President and Vice-Presidents, the meeting was called to order by the Corresponding Secretary, William S. Bovard.

On motion of W. F. Kendrick, C. M. Stuart was elected chairman.

Devotional service was conducted by Foster C. Anderson.

The following members of the Executive Committee answered to the roll call: William S. Bovard, Henry H. Meyer, William E. Carpenter, L. B. Longacre, C. M. Stuart, Foster C. Anderson, W. C. Hanson, O. G. Markham, W. F. Kendrick.

The following also were present: Wade Crawford Barclay, Assistant Editor of Sunday-school Publications for Teachers and Adults; John G. Hill, member of the Board of Sunday Schools; M. J. Trenery, Superintendent of the Extension Department; Corliss P. Hargraves, Superintendent of the Foreign Department; W. T. Powell, Assistant Superintendent of the Young People's Department; C. L. Hay, Research Secretary; Frank G. Dillard, Architect.

The Corresponding Secretary announced the formal regrets of Bishop Nicholson and Bishop Leete that they were unable to be present.

William S. Bovard, as Corresponding Secretary, read his report.

W. C. Hanson, as Treasurer, read his report. This showed total receipts to date \$179,774.76; total expenditures \$188,535.17; and that nearly \$11,000 in the Permanent Fund was on hand awaiting investment. On motion of William E. Carpenter it was voted that the report be received and placed on file.

William E. Carpenter for the Finance Committee recommended that the \$11,000 be invested in Government  $4\frac{3}{4}$  per cent bonds, 1927 issue, at \$100.50. On motion of W. C. Hanson the recommendation was adopted and the committee was authorized to make the investment.

Henry H. Meyer, as Editor of Sunday-School Publications, made a verbal report.

Corliss P. Hargraves gave a verbal report of the work of the Foreign Department, speaking particularly of the proposed inter-board plan to co-operate in the foreign field.

On motion of W. S. Bovard the committee voted to take an intermission during the lunch hour.

Following the lunch W. F. Kendrick was elected chairman during the temporary absence of C. M. Stuart.

M. J. Trenery made a verbal report of the extension work, commenting especially on the expansion of the work under annual conference directors of religious education.

Wade Crawford Barclay made a supplemental report on Sunday-school publications, particularly with reference to curricula.

The special committee on Sunday School Hymnal reported that the way was open for either (1) a careful revision of the present "Methodist Sunday School Hymnal," or (2) the creation of a new "Church School Hymnal" either as the property of the Board of Sunday Schools, with a royalty to the board, or as the property of the Methodist Book Concern, without such royalty.

On motion of Henry H. Meyer it was voted to continue the Committee on Hymnal, in consultation and co-operation with the Publishing Agents and the Book Editor.

William S. Bovard presented a draft of a proposed agreement between the Board of Sunday Schools and the Board of Foreign Missions, as follows:

*Recommended Agreement Between the Board of Foreign  
Missions and the Board of Sunday Schools*

1. That the joint committee now existing be continued as a standing committee, and that it consist of three officers or staff secretaries and two members of each of the two boards to be

appointed by the boards, and be known as the Joint Committee of the Board of Foreign Missions and the Board of Sunday Schools.

2. That to this joint committee the administrations of the two boards shall present their programs for the religious educational work on the foreign field in which the two boards have common interests, and that the action of the joint committee upon these programs be submitted to the two boards or their appropriate committees for the ratification of such parts of it as relate to the interests of each, and that when so ratified these programs shall be put into effect.

3. That the corresponding secretaries of the two boards shall constitute a committee *ad interim* with power to carry on necessary business.

4. That the Superintendent of the Foreign Department of the Board of Sunday Schools and the head of the Department of Education and Literature of the Board of Foreign Missions be jointly charged with the study of conditions on the field in respect to the work indicated in paragraph 2, and the preparation of general and annual programs for recommendation to the Joint Committee.

5. That missionary personnel to carry on work on the field shall have the status of missionaries of the Board of Foreign Missions as defined by the *Discipline*, except as the joint committee shall recommend some other status.

6. That the technical and personal qualifications of missionary candidates for special Sunday-school work shall be passed on by the proper authorities of the Board of Sunday Schools and that the candidates shall also follow the regular procedure for candidates for missionary service with the Board of Foreign Missions.

7. In the promotion of this work we understand that administration in the case of nationals shall follow the practices obtaining on the fields in which they serve.

8. That where such national workers are supported by home base funds they be reported not as "Sunday-school missionaries" but by some phrase not using the word "missionary."

9. That this proposed joint arrangement between the two boards be looked upon as tentative and experimental, and that it may be terminated at the close of the given board's fiscal year, without prejudice to either board's rights or prerogatives or

previous understandings, whenever such board may indicate a desire for such termination by the first day of June preceding.

10. That this said joint arrangement, if accepted by the two boards, shall become effective when adopted by the two boards.

11. That the work now going on be brought into harmony with the procedures and principles recommended herein so far as, and as rapidly as, circumstances and judgment warrant.

On motion of William S. Bovard the Executive Committee voted to approve the agreement, and so to recommend to the Board of Sunday Schools.

On motion of Foster C. Anderson the committee voted in favor of having an exhibit representing the work of the Board of Sunday Schools at the next session of the General Conference; and further that we are quite agreeable to the plan to unite with the other boards in an exhibit showing the total activities of the benevolent and educational program of our church, if such an exhibit is found to be feasible.

On motion of William S. Bovard, it was voted that we have heard with great interest the report of the radio experiment conducted by the editorial office in Cincinnati, in teaching the Sunday-school lesson and in giving a service of worship: that we commend the experiment and that we request the Editor and his associates to investigate more fully the possibilities of the radio for such service.

Frank G. Dillard gave a report of the work done by the Bureau of Architecture.

C. L. Hay made a report of data concerning Sunday-school statistics.

O. G. MARKHAM,  
*Recording Secretary.*

**MINUTES OF THE MEETING OF THE EXECUTIVE COMMITTEE**

The Executive Committee of the Board of Sunday Schools of the Methodist Episcopal Church met in the room of the Traffic Club of Chicago, La Salle Hotel, Wednesday, October 17, 1923, at ten o'clock A. M.

The meeting was called to order by the Chairman, Bishop Thomas Nicholson.

Devotional service was conducted by I. B. Schreckengast.

On roll call the following members were present.

THOMAS NICHOLSON  
WILLIAM S. BOVARD  
CHARLES M. STUART  
R. P. HOLLETT  
WILLIAM C. HANSON  
JAMES S. HOAGLAND  
LINDSAY B. LONGACRE

I. B. SCHRECKENGAST  
F. J. HUBACH  
FOSTER C. ANDERSON  
O. G. MARKHAM  
W. F. KENDRICK  
NORMAN E. RICHARDSON

These also were present: Wade Crawford Barclay, Assistant Editor of Sunday School Publications for Teachers and Adults, Bert E. Smith of the Adult Department, M. J. Trenery and R. B. Davids of the Extension Department, Gilbert Loveland of the Missionary Education Department, C. L. Hay, Research Secretary.

The Corresponding Secretary read letters of regret from Bishop Stuntz and Bishop Leete and William E. Carpenter, also a telegram from Henry H. Meyer, who was detained by the serious illness of Dr. E. S. Lewis. On motion the Chairman and Corresponding Secretary were requested to send a telegram of sympathy to Dr. Lewis. Herewith is a copy of the telegram:

Dr. Edward S. Lewis,  
Cincinnati, Ohio.

Your colleagues of the Executive Committee of the Board of Sunday Schools in session at Chicago unite in affectionate greet-

ings and in assurance of abiding love. Every thought of you is a spring of blessing and we cherish the memory of your comradeship with things that are holy and imperishable.

The minutes of the Executive Committee for its meeting of June 26, 1923, were read and approved.

William C. Hanson, Treasurer, read his report. On motion of Charles M. Stuart the report was received and placed on file.

The Treasurer reported that a bequest in the will of W. Delos Hollowell of Penn Yan, N. Y., was ready for payment. On motion William S. Bovard, W. C. Hanson and R. P. Hollett were authorized to administer such legal papers as may be necessary to complete the transaction.

William S. Bovard read his report as Corresponding Secretary.

On motion of William S. Bovard a committee of five was authorized to take under consideration the entire matter of the budget of the board for the next fiscal year, such report to be ready for the next annual meeting of the board.

By agreement it was understood that the Chairman and the Corresponding Secretary were to be members of this committee. The additional members appointed were W. C. Hanson, O. G. Markham and I. B. Schreckengast.

On motion of C. M. Stuart a committee of seven, in addition to the Chairman and Corresponding Secretary, was appointed to consider the whole phase of the needs in a world service program, and the full opportunity that this board holds toward that service, such committee to prepare and outline a plan of work and organization that will make effective the future policy and work of this board, such report to be ready for the next annual meeting. The additional members appointed were Henry H.

Meyer, C. M. Stuart, Homer C. Stuntz, J. S. Hoagland, L. B. Longacre, N. E. Richardson.

Wade Crawford Barclay made a report in the interest of the Editor of Sunday School Publications, suggesting among other things that "Missionary Education" is to be entitled "World Neighbors" and enlarged in size; that the radio experiment at Cincinnati is increasing its service; that "The Church School" is under consideration as a journal of publication by the International Sunday School Council of Religious Education.

In speaking of the death of Dr. C. W. Barnes, an Assistant Editor of Sunday School Publications, Dr. Barclay presented the following memoir, and on motion of L. B. Longacre it was made a part of the minutes:

Dr. Charles Wesley Barnes, an Assistant Editor of Sunday School Publications, departed this life on September 16, 1923. Dr. Barnes became a member of the editorial staff in 1917. After a period of several months in which he aided in editorial work on the Adult Bible Class Monthly, to him was intrusted the immediate editorial supervision of the Home Quarterly and the Home Visitor, two of our most important publications, reaching more than three hundred thousand homes of the Methodist Episcopal Church, and in addition many thousand home circles of the Methodist Episcopal Church, South, as well as many firesides of other churches. Supplementing this service, Dr. Barnes contributed to various other publications in our long list of Sunday-school helps. His last special work was on the Lesson Handbook for 1924, a burden which on account of severely impaired health he was really not able to bear. The spirit of his life was exemplified in the willingness and cheerfulness with which, in spite of his weakness, he undertook the task.

In all his work Dr. Barnes was remarkably conscientious and devout. As he prayed, so he toiled—without ceasing. He was an omnivorous reader of books and it was his lifelong custom to attend public meetings held under the auspices of all kinds of organizations that he might gain an insight into the point of view of men of diverse interests. As a pastor he was remarkably diligent

and devoted. He loved his fellowmen and it was his greatest desire to cheer, comfort, and inspire others. With him the outflow of human sympathy was spontaneous. He was gifted with a native understanding of human nature. He found good in everybody and was ever ready with a word of appreciation and encouragement. As a preacher he was broad-minded, interesting and instructive. Important interests were entrusted to him in the care of such churches as William Street, Delaware, Ohio, and in the superintendency of the Springfield District. To his editorial service, his unfailing good cheer, his courtesy, his words of encouragement, his commendation, indulged at every opportunity, endeared him to all. Sincere, faithful and loving, he became a pastor-at-large to all the members of the editorial group, editor, associate editors, assistant editors, composing room employees, and all with whom he came in contact.

Peculiarly appropriate because of the fact that the writer is now face-to-face with death, are the following words written by Dr. Edward S. Lewis, lifelong personal friend of Dr. Barnes, read as the concluding paragraph of his address at the funeral service:

"And now he has gone from us to be at home with God forever. Knowing that he was about to die, there was no panic, no distress, no fear. Nothing disturbed his tranquil faith. There was no moaning of the bar when he put out to sea, but his soul was lightened with confidence that when the bar was crossed he should behold his Pilot face to face. Such a life is more than achievement and better than history. It is the evidence of the truth of our most holy faith—the strongest evidence we possess. In it we see the grace of God active, guiding into truth and duty, conserving all gains, insuring steadfastness in faith and hope and love; a sure prophecy of the world to come. This earthly life is full of beauty and happiness, but it has its limitations. At best it is but a pale reflection of the life everlasting. The most we can say of it is

'Life like a dome of many-colored glass  
Stains the white radiance of eternity.'

"Now that our brother has exchanged time for eternity, there is no loss, but a great gain. In this white radiance he lives, with open vision beholding the glory of God, in whose presence he has found his eternal home."

M. J. Trenery made a verbal report as Superintendent of the Extension Department; Bert E. Smith as Superintendent of the Adult Department; Gilbert Loveland as Superintendent of the Missionary Education Department; C. L. Hay as Research Secretary; R. B. Davids as Assistant in the Extension Department.

On motion of W. F. Kendrick and after prayer by F. J. Hubach, the committee adjourned for the lunch hour.

The committee convened at 1:45 P. M., and devotional service was conducted by W. F. Kendrick.

William S. Bovard read brief written reports from the following department superintendents: H. C. Wilson, Institute Department; Corliss P. Hargraves, Foreign Department; J. V. Thompson, Young People's Department; W. T. Powell, Assistant in the Young People's Department; and for F. G. Dillard, Architect.

N. E. Richardson gave a verbal report on the status of work being done in two commissions appointed by the General Conference, in which the board is interested, the Commission on Correlation, and the Commission on Week-Day Schools of Religion.

L. B. Longacre reported for the committee on revision of the Methodist Sunday School Hymnal, that the project is under advisement.

Bishop Nicholson for the committee on proposed legislation before the General Conference, made comment on certain proposals that have been brought to the consideration of the Committee of Twenty-One from the Council of Boards of Benevolence, and the relation that this board may have to such proposals.

W. S. Bovard reported that Rev. C. M. McConnell has prepared the manuscript for a leaflet entitled "Changing the Sunday School Program of the Country Church."

W. S. Bovard reported the correspondence with the treasurer of the Committee on Conservation and Advance concerning an auditor for the year's finances. On motion of F. J. Hubach it was decided that the board should continue its present policy concerning the auditing of the accounts.

On motion of Foster C. Anderson, it was agreed that the minutes of this session be edited by the Corresponding Secretary and the Recording Secretary.

On motion of William S. Bovard, it was ordered that the session be adjourned after a closing prayer by Foster C. Anderson.

O. G. MARKHAM,  
*Recording Secretary.*

REPORT OF THE CORRESPONDING SECRETARY  
TO THE BOARD OF SUNDAY SCHOOLS  
OF THE METHODIST EPIS-  
COPAL CHURCH

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CHICAGO, ILLINOIS, FEBRUARY 6, 1924.

*To the Members of the Board of Sunday Schools of the  
Methodist Episcopal Church.*

DEAR BRETHREN:

It is not easy to realize that we are nearing the end of the fourth quadrennium in the history of the Board of Sunday Schools. Some of us were members of the General Conference of 1908, and as members of the sub-committee of the Committee on Education to which the Sunday-school interests were referred, had a definite part in framing the legislation which constituted the Board of Sunday Schools. We have all been gratified at the growing usefulness of this board through the sixteen years of its general supervision in the field of religious education.

**FACTS AND FIGURES**

In our economy, the completion of a quadrennium calls for a brief review of the progress made during that period. Four years ago the Corresponding Secretary called our attention to the alarming losses in membership and attendance suffered by our Sunday schools, especially during the latter half of the quadrennium. It was known that most of the denominations in North America shared this unfortunate experience. These losses were generally attributed to the direct and indirect influence of the world war upon the productive activities within the life of the churches.

During the quadrennium now closing the Sunday schools of Methodism have recovered all the losses of the previous four years and show a surplus which in itself constitutes a commendable gain. This mark of prosperity is shared also by the Sunday schools of other denominations. At this time, when the church is frankly discussing the present system of connectional administration, raising the question as to the advisability of a reorganization of the boards of benevolence, it may be appropriate to set forth some facts indicating that this comparatively young board has normally entered many doors of opportunity, assumed large responsibility, and achieved results of extraordinary significance. During this quadrennium the total enrollment of pupils and teachers in our Sunday sessions of the church school has increased a half million, bringing the present enrollment to 4,929,000. The increase in the number of teachers is 18,900. This is not commensurate with the increase in the number of pupils. The very least we should expect would be one new teacher for every ten new pupils. The ratio shown by our statistics is only one new teacher for every twenty-five new pupils. The fact that the average attendance, though increasing, is only a little more than half the enrollment, suggests strongly that this disparity may be due largely to the inadequacy of the teaching force and that the dearth of qualified teachers continues to be one of our greatest unmet needs.

During the past four years 750,000 members of Methodist Sunday schools have united with the church. This is one hundred thousand more than were received from the Sunday schools during the preceding quadrennium. Comparing these numbers with the total gains in the membership of the church shows that our adult church is mainly the normal growth from the childhood and youth of our church schools.

The giving of the Sunday schools to the apportioned benevolences of the church and in response to numerous special appeals has been commented upon frequently. Four years ago Bishop Blake, then Corresponding Secretary of our board, stated in his report: "The total missionary offering from our Sunday schools for the twelve years covered by the organization and activities of the Board of Sunday Schools is \$7,835,752. The missionary offering of the preceding twelve-year period from 1896 to 1907 is \$5,296,777, an increase of \$2,538,975 during the present twelve-year period over the preceding period."

The giving of the Sunday schools to the apportioned benevolences of the church for the past four years has been \$7,356,151. This is more than one hundred per cent increase over the preceding four years, and nearly as much as the total for the preceding twelve years. Add to this Centenary giving the generous responses to special appeals such as the half million Christmas offering of 1920 for the suffering children of Europe; another half million Children's Day offerings for the Student Loan Fund of the Board of Education; large sums each year for the Near East Relief; generous giving for relief and rebuilding in Japan, and to many other worthy causes, and you will credit to the stewardship of the Sunday schools for the past four years a sum not less than eight and a half millions of dollars. This fact reflects credit upon the systematic and effective cultivation carried on by our board through the Department of Missionary Education.

It is generally understood that for the most part the running expenses of the Sunday schools are met by the regular contributions taken from Sunday to Sunday in the departments and classes. As an evidence of the continued improvement in supplies and equipment in our Sunday schools, I will give you the figures on local

Sunday-school support: During the quadrennium 1916-1919, inclusive, the Sunday schools paid for local support a total of \$8,256,044. For the present quadrennium the total for the same items is \$11,872,640, or an increase of \$3,616,596.

I will mention only one more financial fact in this hasty review of the recent past. Beginning with 1908 the church has committed to the Board of Sunday Schools an annual appropriation of funds to be used for cultivation and promotion in the field of religious education as it relates to the local church and community. The amount appropriated each year increased steadily from less than \$50,000 in 1908, to \$305,443 in 1919. By agreement entered into with the Centenary management the Board of Sunday Schools has received a guaranty each year during this quadrennium of \$300,000. To this has been added each year for missionary education in the Sunday schools a sum approximating \$36,000. Miscellaneous receipts have brought the total appropriation for each year of the quadrennium to about \$350,000. We have sometimes been tempted to call this a *no growth* budget, but that would be misleading. It is surely a *slow growth* budget in view of the urgent opportunities at home and abroad where the placing of trained workers, the production of adequate literature, and the conduct of training schools and institutes would yield results more gratifying to the church than anything yet reported.

It is an eloquent testimony to the irrepressible vitality of the cause we represent that it goes forward in spite of the limitations upon the agencies appointed to direct it. If it is halted, where it has a right to expect help, it lays hold upon any resource that may be at hand. Every member of this board knows that there are many phases of the rapidly developing movement of religious education today which we ought to be leading with poli-

cies of expansion and stimulation. The present period in the world's history for advancing the Kingdom of God by teaching and training a generation of youth is like one opportunity in a thousand years. Where we have one worker today with vision and passion for this urgent call of God we ought to have a hundred. We believe the church is seeing these opportunities in clearer perspective than ever before, and when the possibilities of the teaching and training methods of our world service are fully appreciated the field of childhood and youth will be the first charge upon our stewardship of life and funds.

### EDUCATIONAL GAINS

Before passing to the specific report of the work of 1923 let me state in educational terms some of the more recent achievements of the church which have been influenced chiefly by such agencies as the Board of Sunday Schools.

1. The evangelistic passion of the church and the educational process have come to better terms in working out their common task. Educational evangelism is a productive reality today.
2. The scientific principles and tested methods in general education are finding application in the particular field of religion to the great advantage of Christian character and conduct. The public school people and the church school leaders are coming together in the movement for week-day schools of religious instruction, and vacation church schools. By this alliance the Christian revelation is having a fuller chance at the life it came to save than at any period of the Christian era.
3. Our denominational colleges and universities and the Wesley Foundations in connection with State-sup-

ported institutions are establishing departments of religious education where educational credits for studies in religion are given the same standing as any other credits. From these departments trained leaders for religious education are coming in increasing numbers.

4. The late Dr. Henry F. Cope in a pamphlet entitled, "Twenty Years' Progress in Religious Education" points out the enormous development in the literature of religious education in recent years. "Every book, with one exception, bearing 'Religious Education' in the title has been published during the last twenty years. There are six thousand volumes in the library of the Religious Education Association on moral and religious education, all published since 1903."

The record of our own church in the publication and distribution of textbooks, magazines, quarterlies, graded lessons and story papers, to meet the increasing demand for better religious education is undoubtedly the leading achievement in the field of religious publication. The reports of my colleague, the Editor of Sunday School Publications and the reports of the Book Editor and the Publishing Agents indicate the magnitude of the Sunday-school business in the production and distribution of supplies. Thirty tons of printers' ink are used in a single year by the Methodist Book Concern.

5. Within the history of the life of this board there has emerged an entirely new type of church building. It may be called the educational type, not that it slight the service of worship, or fails to provide for the gathering of large congregations, but it is no longer built for adults only. It takes account of the teaching and training of children and youth. A good beginning has been made in this reform, and much serious thought must yet be given to the kind of building and equipment best adapted

to the manifold service the church must render the whole life of the community. Enough however has already been done to more than justify the Bureau of Architecture supported jointly by the Board of Home Missions and the Board of Sunday Schools.

6. One of the most hopeful signs of an awakened interest on the part of the church in its teaching task is the insistent demand for a correlated, not to say unified, program of religious education in the local church and community. With this may be placed the growing demand for a trained director of the educational program of the local church that the teaching may be more effective.

7. Finally, it should be said that the forward looking leaders who are responsible for the policies of the church in her service to the non-Christian nations of the world are convinced that the hope for success rests mainly upon the method of instruction and training during the period of childhood and youth. Undoubtedly our church should support schools and colleges for the general education of the youth of other lands, but a major emphasis must continue to be placed upon the education of the children and youth of the mission fields in the Christian revelation.

We have long understood that individual character is not conferred independently of one's own efforts, but is an achievement wrought out in continuous co-operation with the Divine Spirit. We are coming to see that a Christian world must likewise be achieved if we are to have one. It is not to come by divine fiat without regard to the spiritual capacities of mankind. The mission of the church whether in America or in India may be defined with a good degree of adequacy as *the business of growing a Christian world*. With such a conception it is not difficult to see the prime importance of nurture, instruction and training.

### THE LOCAL CHURCH

In reporting our work for the past year I may say that we look to the local church school for the spiritual values which shall justify our activities. Our ideal for the local church is *that it shall seek to serve the total life of the human world.* The primacy of persons and the unity of life are basic principles in this ideal. All things, organizations, institutions, literature and methods are for the sake of the persons in any group under consideration. Each person is an indivisible unit and his total needs and possibilities must receive the attention of those who would teach and train him in the essentials of religion. The unity of the individual is no more basic than the solidarity of the entire human world. There is no such thing as individual isolation or group or class independency; we all belong together whether we like it or not; we are members one of another. You can never reach an independent unit until you include the last child in the human world. As we understand our responsibility "for the moral and religious instruction of our children and for the promotion of Bible knowledge among all our people," we cannot if we would confine the scope of our service to any area less than the round world. In approaching therefore the 37,000 Methodist Sunday schools we think of the life we are to help as horizontal, vertical and spherical. The range of life in any group presents stages of development, such as early, middle, later childhood, early, middle, later youth; early, middle, later adulthood. While we recognize much greater diversity in this life than these general divisions indicate, we also understand that the principle of unity obtains. Childhood and youth are not separated from each other. The individual does not lose his identity as he passes from one classification to another. This interdependence of the stages of developing life admonishes Christian workers to observe the

closest co-operation. Workers with youth must depend largely upon the success of the workers with children, and we readily see how the workers with children may be helped or hindered by the attitude of the adults, who are the parents and citizens.

Our board approaches the teaching problems of the local church through a group of special workers.

**Elementary** During the past year Mr. Roger Albright, Miss Mildred O. Moody and Miss Mina A. Clark, have represented us in the elementary field. They have answered a volume of correspondence, prepared and mailed informing literature, visited local schools, advising with local workers with children. They have made notable contributions to the publications issuing from the editorial office. Miss Moody wrote the lessons for the junior group series for 1924. They have also given much time to the work of instruction in our standard training schools, institutes and summer schools. Nearly 2,000 workers with elementary pupils received instruction in these schools during the past year. The interdenominational conferences on the work with elementary pupils are greatly strengthened by the presence and counsel of our special workers and their associates from the editorial staff.

**Young People** The special representatives of our staff who give themselves to the promotion of better work with the young people's groups are Mr. James V. Thompson, Mr. Warren T. Powell, Miss Marion Lela Norris, and Miss Madge Sanford, in co-operation with the editorial staff in this field. Mr. Powell, who has been with us for the entire quadrennium, rendering such conspicuous service in this field that repeated overtures have come to him from other agencies, has at last consented to accept the urgent appeal of Trinity Methodist Episcopal Church,

Springfield, Mass., to become minister of education in association with the pastor, Dr. Fred Winslow Adams. This church is a union of two large churches of Springfield. A new, modern, well equipped, educational building has been erected. The work Mr. Powell will do in that church is the type we have been advocating for years, and our sense of loss in having him go from us is relieved by the fact that he will be doing in that General Conference city at this time for the young people what we would like to have the leaders of the whole church observe at first hand.

We have referred to life as vertical. By that we mean that the physical, mental, social and spiritual needs of the unified individual must all be incorporated into the program that the local church carries out on behalf of the young people especially. If our objective is developing and enriching the spiritual aspects of life, we dare not be indifferent to demands for wholesome recreation, social expression, and intellectual honesty and industry, for they are but phases of a unitary life.

The number of well meaning agencies attempting to serve the field of youth today is almost as great as the number of evil agencies exploiting youth for revenue and selfish pleasure. The pastor of the local church feels keenly the need for a co-ordination of the organizations within his church dealing with the religious problems of his young people. As a step in that direction our board entered into an agreement with the National Boy Scouts and National Camp Fire Girls organizations to relate those activities to the Sunday schools of our denomination, so that there would be less confusion as to the aims and activities of these groups as a part of the local church organization.

In our own church we are assisting in every way possible to prevent unnecessary duplications of the gatherings

called for the inspiration of our young people. We avail ourselves of the opportunity of Epworth League Institutes to give those wide awake young people the appeal of the Sunday school for their best service. We also provide in our distinctive Sunday-school gatherings for a representation of the specialized service which the Epworth League is conducting. The conferences for older boys so frequently held in connection with Annual Conferences are set up under the joint direction of the Board of Sunday Schools and the Epworth League. Eighteen such conferences were held last year with an attendance of 2,200 boys. The General Conference Commission on Correlation on which our Board has membership will report in May on the problem of co-ordinating the educational activities of the local church.

Through correspondence mainly, the Young People's Department has secured 2,000 volunteer leaders in various sections of the field to promote in their schools and neighboring schools the distinctive features of our program for young people. Our employed field men, and the young people's workers of the Sunday-school associations are promoting our plan for pupil leadership, training in worship, expression in social and recreational activities, and department and class organization. A quarterly pamphlet called *The Outlook* is sent out to the workers with young people. Fifteen thousand copies of *The Outlook* were sent out during the year. One thousand and twenty-seven new organized classes have been enrolled during the year.

**Adult** The well known interest in the Adult Bible Class movement, and the more recent features attending it on behalf of family religion and parents' training classes continues with increasing value to the total movement for an informed and trained church. Drs. Bert E. Smith and T. Ross Hicks are our special leaders in this

field. Dr. Hicks of the New Hampshire conference, trained in the School of Religious Education of Boston University, successful pastor and district superintendent was added to our staff during the summer of last year. He is giving himself mainly to the promotion of the Family Worship League, an enterprise committed to our board by the last General Conference. The demands for addresses to groups of men, and district and Annual Conferences, preachers' meetings and other gatherings, upon the work of the organization and education of adults are far in excess of the ability of these men to respond. Twenty-three thousand of our pamphlet entitled *Family Religion* have been sent out during the past year in response to specific requests for them. *The Home Visitor*, one of the regular Sunday-school publications, gives special attention to this department of our work. In co-operation with our Foreign Department and at the urgent request of Bishop Thirkield ten thousand of these pamphlets have been published in Spanish for use mainly in Mexico. Twenty-two thousand other leaflets on adult work have been sent out on request of pastors and workers during the year. An illustrated lecture on Family Religion has been prepared, and in co-operation with the Committee on Conservation and Advance will be furnished the area secretaries for use throughout the church.

Our training conferences and summer schools do not reach the adult Bible class workers to the extent that they bring together the workers with the other departments of the church school. To supplement the work of these regular schools, Dr. Smith and Mr. Thompson held a series of conferences for adults and young people last spring in the following Annual Conferences: Columbia River, Puget Sound, Oregon, California, and Southern California. There were all together twenty-nine of these conferences, each conference continuing

from 2:30 in the afternoon to 9:30 at night. Four thousand seven hundred and ninety-five delegates attended these conferences; 25 district superintendents, 454 pastors, 266 Sunday-school superintendents, 463 other officers, 1,359 teachers, and 2,228 pupils. These were all regularly enrolled delegates. It is estimated that at least as many more attended unenrolled. A similar series is arranged for this spring in the territory of our southern and border Conferences.

Certificates of recognition have been granted to 579 new classes the past year with a total initial membership of 15,501. The total number of adult classes enrolled with our board is now 18,458.

**Missionary Education** Cultivating the 27,000 Sunday schools of our church in America in respect to what we are now happily calling world service is the congenial task of Mr. Gilbert Loveland and his staff of office helpers. The nature of this task keeps him in close touch with the Educational Department of the Committee on Conservation and Advance, the Missionary Education Movement, the Mission Boards of our church and the office of the Editor of Sunday School Publications. He assists in editing the missionary magazine now called "World Neighbors."

Mr. Loveland has presented to each member of this board a detailed and graphic report of the past year's work with a résumé of the period covered by the Centenary enterprise. I will only refer briefly to a few of the significant items in that report. The volume of correspondence and circularization conducted during the quadrennium by this department includes the receipt of 21,047 letters; sending out 24,344 personal and personally adapted form letters; 42,702 multigraphed letters; 3,524,036 pieces of literature sent out on order, and 1,390,857 pieces mailed in circularizations. Mr. Loveland makes the following comment: "Your department of Missionary Edu-

cation relies heavily on the direct mail method. It has no field staff, save the 20,000 superintendents of missionary education in the local church schools; and even these must be mobilized by mail. How great reliance we place upon circularizations may be seen from the fact that during the past four years we have circularized the pastors ten times, the Sunday School superintendents ten times, the missionary superintendents fourteen times, and other specially selected groups twelve times. The increasing circulation of the magazine "World Neighbors" is making it possible to gradually decrease the number and scope of direct mail contacts."

The facts respecting the giving of the Sunday schools to the Centenary funds are such convincing evidence of the loyalty of the schools to the connectional program of the church, and to the value of systematic instruction in missions and stewardship, that I will incorporate some of them in this report:

For the three years prior to the Centenary the average giving to missions per school was \$30.00 for 1916, \$31.00 for 1917, and \$32.00 for 1918. The average for 1919 was \$52.00, for 1920 \$85.00, for 1921 \$78.00, for 1922 \$88.00, and for 1923 \$82.00. The total giving of the schools reporting each of the Centenary years and the number of schools not reporting, but many of them giving through the church total is heartening.

1919	\$1,023,461	Schools not reporting	7,547
1920	\$1,424,448	" " "	9,851
1921	\$1,779,968	" " "	3,814
1922	\$1,769,252	" " "	6,455
1923	\$1,806,941	" " "	4,159
<hr/>		Total	\$7,804,070

It is very certain that by the end of the Centenary period, May 1924, the Sunday schools of Methodism will have given a total of not less than \$8,300,000 or 83 per cent of the \$10,000,000 quota accepted.

## LEADERSHIP TRAINING

There are so many evidences that the task of religious education moves haltingly for lack of an adequate force of trained leaders that we have given earnest attention to the methods and materials best adapted to meet this need. Dr. Harry C. Wilson and Mr. Roger Albright are representing our board in its own endeavors in this field as well as in all co-operative efforts in the work of training leaders.

**Teacher Training** Our method in teacher training, and in schools for leaders, is to promote classes in the local church schools for the study of the prescribed courses for teacher training, to conduct a system of instruction by correspondence for individuals desiring such help, to hold short term institutes for workers brought together from the churches of district and sub-district areas, to conduct standard training schools of one week duration, three periods each evening, and summer schools continuing for ten days.

You will readily see that one of the most important duties in connection with such a varied and extensive system of training is to discover and to have available a sufficient number of instructors of recognized ability. Mr. Albright reports that during the past year 137 instructors meeting the required standard were listed and approved. One hundred and twenty-two of these are college graduates, and 69 of them have done graduate work in religious education. More than half of them were entering upon this particular type of service for the first time. Many of them have been outspoken in their appreciation of such an opportunity as these schools afford for worth while service. It is certainly good business to mobilize a training force for assignment to these training schools and centers, from which our leaders of local schools are to come.

During the past year 1,641 teacher training classes organized in local churches enrolled with the board. These enrolled with a total of 19,291 students. In addition to these 772 were enrolled in college and community classes, and 541 enrolled for correspondence study, making a total of 20,504 students in other types of classes than our summer schools and standard training schools. We held six summer schools with 966 credit students and 46 standard training schools, 19 of which were in rural sections, with a total attendance of 3,374. In the rural pastors' schools held jointly with the Board of Home Missions we had 362 credit students, making a grand total of 25,306 students taking credit courses under our department of training. This is a gain of 6,214 over the previous year.

**Institutes** In addition to these training schools, twenty-three district and sub-district institutes were conducted by the Superintendent of the Institute Department and his assistants. Four hundred and ninety-five similar institutes were put on by the field men of the Extension Department, who also co-operated in putting on a number of the standard schools.

The Institute Department does not exhaust its mission when it provides schools for the awakened few who are willing to take special courses of training, but it must endeavor to elevate the whole church in the ideals and objectives of a teaching program. The success of the trained teachers is due in no small degree to a sympathetic support from the main body of the church. We think it has been worth while therefore to have had a representative speaking for the Sunday-school opportunity to the larger gatherings of Epworth Leagues in fifty-seven institutes.

I may mention in this connection that every member of the staff responds to as many invitations as time will permit to visit local churches for public addresses and

conferences with Sunday-school workers. This form of service is perhaps one of the most important that we engage in during the year.

### REACHING THE WORLD FIELD

We have mentioned the fact that the inexorable law of the solidarity of the human world makes it impossible for us to put anything less than world bounds to our work. The one billion seven hundred million people now living belong together in any Christian conception of the world. We may, for convenience only, divide our work into home and foreign service. In reality it is one.

**Extension** For more than a dozen years Dr. M. J. Trener has been the continuous superintendent of the field force and organization in the home field. During the past year he has had the assistance of Mr. R. B. Davids, who formerly worked in the Erie Conference. Through this department we have co-operated with Annual Conferences in organizing new Sunday schools, improving existing schools, and in more recent years, promoting week-day and vacation church schools, institutes and group conferences. In short the aim of this department is to place trained men in limited fields to promote the total work of our board in co-operation with the constituted authorities of the church. We have at present twenty-four field workers as against eighteen last year. Each of the principal geographical divisions of our country has one or more of these workers. Thirty-seven Annual Conferences are reached by the present force.

One of the policies we have pursued earnestly is to distribute responsibility to and to secure thereby more effective co-operation from the field. We have promoted the organization of the Annual Conference Board of Sunday Schools and have suggested to it a definite program of

service. The response to our efforts in this type of promotion by the presiding bishop and the members of the Conference has been prompt and eager. Our records now show that there are thirty-one Annual Conference Boards of Sunday Schools actually taking initiative in promoting the Sunday-school work within the Conference bounds. One of the profitable services directed by these boards is to learn and to report the actual facts concerning the Sunday-school situation in the Conference. They further plan for institutes and training schools at suitable places and greatly assist our special workers in reaching the officers and teachers with our training program. One notable result of the activity of the Annual Conference Board is the request coming to our office from district superintendents asking us to furnish a man who shall accompany the district superintendent to each of his charges and present to a joint meeting of the quarterly conference and the Sunday school board the possibilities of a well organized church school. As far as possible with our limited force we shall endeavor to meet this opportunity. Nothing will strengthen the leadership of the pastor more than to have his quarterly conference or official board seriously consider the teaching program of the church as well as the budgets and deficits.

The missionary type of work done by these field men is illustrated by the following quotation from the monthly report of Rev. C. I. Andrews, our worker in Montana:

"Have had the joy of organizing two new schools this month. I would desperately like to do more of this type of work, but so few of our pastors are willing to add to their present duties. The district superintendents tell me that it is almost impossible to get young men to come into the Conference and take 'off the railroad' and circuit work. They say they can get plenty of men for the cities. The conviction is growing upon me that if a strategic piece of work is to be done in Montana more stress must be placed on circuit work."

"The work we opened up at Bearmouth is significant. There are about sixty people in the community. No Protestant work had been done for many years. This community is away up in the mountains, far back from the railroad. I found more than one home that bears the marks of refinement and learning. There was a friendly spirit toward me, but a seeming indifference toward the proposition of a Sunday school, until I outlined the program for community service in connection with the Sunday school. They agreed that that was just what they wanted. An adult Bible class was formed, and to it was committed the program of social service. The Milwaukee depot is used for the Sunday sessions and social occasions, and the pastor at Drummond goes over twice a month for a week-night preaching service."

During the past year our field men have organized 73 new Sunday schools with an enrollment of 2,797. They have organized five new churches, and established 33 new preaching places. They have organized 400 teacher training classes with a total enrollment of 5,658. They have promoted and helped conduct 52 standard training schools. They have rendered invaluable aid in connection with the summer schools. They report 287 schools graded in organization and teaching material. They have promoted 72 week-day schools, and 328 vacation church schools. These items are mentioned to indicate the effective activity of these men, and by no means as a complete report of their work.

**Foreign** The work outside of the United States has been under the direction of Dr. Corliss P. Hargraves for the past four years. Just what are we doing in promoting the teaching and training program of our church among the peoples of other lands? I will give a few items in answer to this question:

We are supporting Rev. Hugh C. Stuntz in South America, who is giving his entire time to the creation

and adaptation of lesson courses for Sunday-school pupils, and teachers in training, to institutes for workers, to co-operation with missionaries in putting suitable emphasis upon the opportunity of childhood and religious education. The following list of lesson helps prepared by Mr. Stuntz will indicate his ability and usefulness:

- a. Translated and adapted:
  1. Brown's Primer of Teacher Training.
  2. The Worker and His Bible. (Mimeographed)
- b. Translated:
  - 3 pageants
  - 4 Bible story dramatizations and other program material.
- c. Prepared Sunday-school lessons in Spanish for "El Heraldo Cristiano."
- d. Translated: Teaching of Jesus—Rall.
- e. Published: Sunday school young people's paper in Spanish, "El Amigo de la Juventud."  
(Thus producing a Sunday school young people's paper in a land where practically all papers for youth are full of salacious, suggestive stories.)
- f. Created and produced programs for Decision Day, Children's Day, Christmas.
- g. Produced or translated nine volumes:
  1. El Primer Curso para el Instructor (Adaptation Brown's Primer of Teacher Training).
  2. El uso del Arte Dramatica en la Educacion Religiosa (Stuntz's arrangement of materials).
  3. El Cristiano y Su Biblia (An adaptation of "The Worker and His Bible" in two columns).
  4. Cuando Ingresamos en la Iglesia (A book using Ryan's When We Join the Church as a basis).
  5. La Vida en Desarrollo (Translation of Life in the Making).
  6. La Vida y los tiempos de Jesus (A book using The Life and Times of Jesus as a basis).
  7. Jesus the Friend of Children (Daily Vacation Bible School Material).
  8. As the Twig is Bent.
  9. Handwork Manual for Daily Vacation Bible Schools (Material collected from various sources).
- h. Books prepared in the field by other parties as outcome of Mr. Stuntz's Suggestions:
  1. Beginner's Graded Lessons in Spanish.
  2. Book of Object Lessons and Story Sermons.

We are supporting Rev. W. L. Sanders in China. To show that he is already justifying his appointment to that important field, I will quote the following from the highest Methodist authority in China:

"It is the unanimous conviction here that the Board of Sunday Schools is making an investment of great significance in providing such expert help toward the solution of the greatest problem we have in the Christianization of China. We trust the board will find means of financing this China staff. The opportunities for development are not only incalculably great but varied in character in not only problems of Sunday-school organization and administration but the creation of a scientific lesson system of an indigenous character. Upon this problem Mr. Sanders is already at work. We greatly need such a man as he for each episcopal area and trust that they may be provided in the not distant future."

We are supporting Rev. Archie L. Ryan in the Philippines. We challenge any other single agency in that prosperous mission field to show a larger contribution to the success of our work as a whole than the Sunday-school enterprise under Mr. Ryan's leadership. We now have 384 Sunday schools with an enrollment of 34,445 pupils in this field, according to the latest reports received. An excerpt from a recent report sent in by Mr. Ryan reads as follows:

"We are only now able to touch the fringe of the problem. There are ninety thousand students in Manila alone, in the colleges, high schools and intermediate schools. Only two thousand, or one in every forty-five of this great student army, are receiving regular, systematic, religious instruction! One can readily see what this means in the way of opportunity and responsibility."

We have Rev. John V. Lacy in Korea. He reported a gain of about 4,000 new members in Sunday schools last year. This year he reports a gain of 3,947 new members.

One thousand teachers and prospective teachers were enrolled in correspondence training courses, with regular examinations. Institutes were conducted in every district in Korea, but one.

We have Rev. A. A. Parker in India, superintending the Sunday-school activities of a dozen nationals. India shows large gains in new schools and in enrollment. Our statistics show a gain of 185 schools during the past year and 18,219 in enrollment.

To show how the overtaxed missionaries on the field feel about having a special Sunday school worker to reinforce them, I will quote from a letter from Rev. A. V. Klaus, Netherlands Indies:

"I am interested to learn that you expect to have a Sunday-school secretary in the field soon. It is becoming more and more difficult for missionaries who have so many other projects under way to give Sunday-school work its proper place. We need someone to give us new ideas, and show us how to put them into operation. However, there is one great difference between our work and that of the Malaysia Conference. There much of the work is in English, and a large percentage of the native workers understand that language. With a few exceptions our work is all in the vernacular. I wish we had a secretary who could learn Malay sufficiently to give our native preachers some ideas which they could work out in their individual schools. When it comes second hand it loses considerable force."

We have the leadership of Dr. Ernest Lyman Mills in Europe. I need not extend my report to review the productive supervision he has given the Sunday-school work throughout Europe. When the Federal Council of Churches looked for a suitable man to head up the great appeal for the relief of the suffering people in Germany they requested us to loan them Dr. Mills for this service. He is now in this country leading that move-

ment for the Federal Council. He has developed a continent-wide interest in the modern Sunday-school movement in Europe.

One of the most valuable services we are doing on the foreign field is in connection with our educational institutions, where leaders are being informed and trained in the principles and methods of religious education. We now have part-time or full-time men teaching such courses in the following institutions:

Bareilly Theological Seminary, Bareilly, India.  
Union Theological Seminary, Manila, Philippine Islands.  
Union Theological Seminary, Santiago, Chile, South America.  
Union Theological Seminary, Seoul, Korea.  
Martin Mission Institute, Frankfort-on-the-Main, Germany.  
Union Theological Seminary, Foochow, China.  
India Methodist Theological Seminary, Jubbulpore, India.  
University of Nanking, Nanking, China.

The total gains for the quadrennium in foreign fields amount to 135,631 pupils, or an average of 33,908 per year. More than once in recent years our Sunday-school statistics for Methodism would have shown losses in certain columns had it not been for the splendid gain of the foreign fields.

Now with a clear understanding with the Board of Foreign Missions as to the relationship of our specialized service to the general administration, and with the urgent appeal from bishops, district superintendents and missionaries on the field for more help, we ought to expand our work abroad as rapidly as the resources may be secured. (See statement, pages 26-27.)

#### SPECIAL FORMS OF SERVICE

Mr. James V. Thompson has given considerable time to the movement for week-day schools of instruction in religion, and to the vacation church schools. He has been assisted in this by Miss Marion L. Norris. Much of the work has been gathering and tabulating informa-

tion for the General Conference Commission on Religious Day Schools, on which the Board of Sunday Schools has membership. In co-operation with the Editorial Office and the General Board of Sunday Schools of the Methodist Episcopal Church, South, we have undertaken to prepare a correlated curriculum for the Sunday and week-day sessions of the church school. Before such material is put into final form it is proposed to try it out in selected centers and revise it as actual experience prompts.

There is no lack of interest and activity throughout the church in this movement. The pressing problem is the raising up of a qualified leadership, the holding of the movement to high educational standards, and the co-ordinating of all the teaching activities of the church throughout the week. The Methodist Episcopal Church through the Abingdon texts has made the largest single contribution to the promotion of this form of religious education.

Miss Mary E. Abernethy continues to superintend the Gary Schools of Week-Day Religious Education. Our board contributes her salary during the school term. It would be difficult to exaggerate the wide-spread influence of the Gary schools throughout the country, and too much can not be said in praise of the work done for the 4,000 pupils enrolled, and for the home and community life of Gary.

Mr. C. M. McConnell represents our board and the Board of Home Missions jointly on the staff of the Life Service Commission. Concerning the year's work in this enterprise, in which all the benevolent agencies of the church are united, Mr. McConnell says:

"In over fifty colleges and universities recruiting conferences have been held for the purpose of stating the program of Methodism, giving exact and definite information to young men and women who were considering Christian service in the church as a life work. In these

conferences instruction has been given also to part-time workers who are going into their home churches as Sunday-school officers and teachers. The recruits secured have also been enrolled in the office of the Life Service Commission, and cultivation has been carried on through that office.

"The majority of life service recruits have been developed through the Sunday schools. The impulses for Christian service have been created early in life and have been nurtured and directed by Sunday-school teachers. The final task of the church is to direct the recruit to some particular field of service."

Mr. Frank G. Dillard, who has been in charge of the Chicago office of the Bureau of Architecture for the past seven years, has gone into business for himself. Mr. Edward F. Jansson, who has been assistant to Mr. Dillard, for the past five years, is now in charge. The impulse given to the movement for better church buildings and equipment by the services of the Bureau of Architecture has been notable. Mr. Jansson reports the following items for 1923: The Chicago office has received 269 requests for help, 249 sketches have been drawn and eight working plans prepared. Forty-eight churches were visited on the request of the churches themselves; 105 plans were approved; 275 conferences were held at the office; nine churches built from plans drawn by the Bureau were either dedicated the past year or are nearing completion.

The resumé of the work for the quadrennium shows among other things a total of 3,455 requests for assistance, 1,124 drawings submitted for approval, 1,940 sketches drawn, and 1,890 office conferences.

Mr. Clyde L. Hay continues to be a most valuable member of our staff of special workers. He not only tabulates the statistics of the Sunday schools of Methodism as they come in from the Annual Conference, secur-

ing by correspondence additional information from the pastors, but he also collects valuable information from other available sources, and puts it in usable form. During such parts of the year as are not required for this particular work, Mr. Hay assists most acceptably in institute work and in visitation to local churches.

Including the members of this board, there are one hundred and forty persons in our organization and a much larger number closely affiliated with us in the editorial group. Practically all the funds administered by this board are used for the educational services rendered by individual workers. Nearly \$175,000 are paid in salaries and wages; over \$50,000 for travel expenses; over \$25,000 for printing and postage; \$16,000 for grants and literature production at home and abroad, and nearly \$17,000 to the Committee on Conservation and Advance for its budget.

The magnitude and gravity of our responsibility as a board can hardly be overstated. Our chief concern is for the highest welfare of the on-coming generation. No preceding generation has had less external authority applied to it by either the home, the church or the state. The great body of childhood and youth today is as nearly "on its own" as it could well be. One phase of what has been called the "revolt of youth" may be truthfully called the "collapse of restraint." Parents have almost quit raising their children, teachers wear no badge of authority, and society in general refuses to train up children in the way they should go. This human situation today must be very like that on which Jesus looked, when he likened the multitude to sheep without a shepherd. The extreme alarmist does no doubt overestimate the importance of restraining rules, established customs and orderly conformity in determining Christian character, and when he sees the failure of these conservative factors he can see

no alternative but anarchy. The extreme liberalist, on the other hand, exalts freedom overmuch. He sees life's real values in the fullness and variety of experience. Even moral distinctions are denied if they offer the slightest barrier to the completest satisfaction of life's many appetites. There is no place in this philosophy of realism and personal liberty for the discipline of restraint, and the admonitions of the out-going generation. Life must be served. Any hesitation to follow one's natural instincts to the fullest is branded as cowardice or hypocrisy. This teaching is finding its way into the thinking and living of our day. It comes through every avenue of our unsheltered world, claiming to speak for such noble terms as truth, reality and freedom. It is hardly thinkable though that all the moral trackage of life laid by the generations of the past will be abandoned by any large number of any generation, for the impulsive adventures which ignore all danger signals. It is undoubtedly true, and happily so, that the reliance of the church upon external authority and specific rules of conduct is giving way to a faith in the inner integrity of the soul that knows God as a personal reality, and a faith in the perennial power of Christian ideals. In this critical transition of authority in religion it is our solemn duty as a board of religious education to arouse the teaching capacity and kindle to a flame the spiritual devotion of the church, in order that the on-coming generation may have an adequate personal experience of God and a life-controlling faith in the practicability of a world order such as Jesus taught and for which he gave his life.

Respectfully submitted,

WILLIAM S. BOVARD.  
*Corresponding Secretary.*

REPORT OF THE EDITOR OF SUNDAY SCHOOL  
PUBLICATIONS TO THE BOARD OF  
SUNDAY SCHOOLS

Chicago, February 6, 1924.

DEAR BRETHREN:

Among the many books dealing in a practical way with the problems of child nurture there is one entitled *The Training of the Human Plant*, by Luther Burbank, the world-famous horticulturist of California. My copy of this exceptionally suggestive and readable treatise on child training bears the autograph signature of Mr. Burbank under date of September 30, 1923. It was on that date that I visited the author at his home in Santa Rosa and spent the greater part of the morning in an informal interview, during which our conversation shifted almost imperceptibly from science and philosophy to religion and education, from the culture of fruits and flowers to the molding of human character.

From his fellow citizens in the City of Roses, I had learned that Mr. Burbank's love for plants and his scientific interest in their cultivation and improvement were surpassed only by his still greater love for children. That fact furnished our point of contact. The conversation that followed drew into its focus some of the fundamental principles of child training and provided inspiration and some of the subject matter for this report.

*Heredity and Environment*

Two major forces that together determine not only the character of human life but the quality of human character, both in the individual and in society, are heredity and environment. Heredity is the gift of the past; environment is the compelling influence of the present. Heredity in an individual or generation is a fixed quantity

and unchangeable. Environment, on the contrary, is increasingly subject to rational control and manipulation in the interests of human advantage and betterment. By heredity the individual receives his original equipment for life, his physical, mental, and moral abilities, aptitudes, and powers. In his environment these native tendencies find either their stimulation and development or their curtailment, inhibition, and ultimate elimination. Through heredity the iniquity of parents is visited upon their children, or their nobility of character transmitted unto the third and fourth generations. Through the persisting influences of environment the blessing or the curse of heredity is augmented and intensified with each succeeding generation.

Concerning the hereditary advantages of American children Mr. Burbank calls attention to the favorable results that, under proper educational conditions, should come from the vast mingling of races which is taking place in the United States because of the large and steady influx of immigrants from many lands.

Upon the adult members of the community falls the responsibility, and to them belongs the high privilege of so arranging and controlling the environmental influences that surround child life here in America that the highest possibilities of inheritance may result from the natural blending of many racial qualities in each new generation of children. Given the native abilities and tendencies in each individual child, it then becomes a question of what influences shall determine how each life shall unfold. To quote Mr. Burbank :

"All animal life is sensitive to environment, but of all living things the child is the most sensitive. Surroundings act upon it as the outside world acts upon the plate of the camera. . . .

"The child is like a cut diamond, its many facets receiving sharp, clear impressions not possible to a pebble;

with this difference, however,—that the change wrought in the child from the influences without becomes constitutional and ingrained. A child absorbs environments. It is the most susceptible thing in the world to influence; and if that force be applied rightly and constantly when the child is in its most receptive condition, the effect will be pronounced, immediate and permanent."

### *Gardens of the Spirit*

Children are like plants, and every home or neighborhood where there are children is like a garden. Children, like plants, need the favorable soil of wholesome surroundings. They need wise cultivation and proper and constant care if they are to attain unto full growth and full maturity of body and soul. In the cultivation of plants skilled gardeners like Mr. Burbank—horticulturist wizards someone has called them—have accomplished marvels in bringing out the latent possibilities of beauty, strength, and fragrance in flowers, and in increasing the productiveness and improving the quality and flavor of fruits. From the Burbank gardens have come the beautiful Shasta daisy; the delicately sweet-scented verbena; the crimson poppy, spineless cactus, seedless plums and prunes, and thornless berries; with myriad fruits made larger, more productive, and more luscious for the joy and the enrichment of mankind. In the field of human nature, in the training of the human plant, similar marvels have been wrought and are being wrought constantly in many a favored nursery of an ideal home. They are being wrought likewise in the innumerable schoolrooms of this and other lands, where conscientious teachers, with standards higher than their wages and with greater skill than the measure of their public recognition, are producing men and women of finest mold and noblest character. It is in these orderly and well-kept home-and-school

gardens of the human spirit that the poets, artists, statesmen, and the spiritual leaders of society are being trained.

But what shall we say of the neglected gardens of the soul which are to be found in so many communities, large and small, and in all too many homes even in favored Christian America? "Some homes," says Patterson Dubois,

"are atmospherically poisoned by critical, censorious, sneering, iconoclastic or burlesquing spirit. They are rife with depreciation rather than appreciation. . . . Kinds and degrees of admiration are the thermometer of character—but especially degrees."

A child's interest and enthusiasm, his curiosity or his attachment, whatever may be its object, must not be broken down. That would be bending the plant earthward instead of assisting its growth heavenward. Yet fault-finding, captious criticism and stifling ridicule are among the most common ways of hampering the growth of personality in children.

Other negative influences that frequently mar the soul of the child are parental dishonesty and the use of fear as an incentive to right conduct. "Be dishonest with a child," says Mr. Burbank,

"whether it is your child or some other person's child,—dishonest in word or look or deed, and you have started a grafted. Grafting or stealing will never be taken up by a man whose formative years have been spent in an atmosphere of absolute honesty. Nor can you be dishonest with a child in thought. The child reads your motives as no other human being reads them. He sees into your own heart. The child is the purest, truest, thing in the world. . . . Its life is stainless, open to receive all impressions, just as the life of a plant, only far more pliant and responsive to influences to which no plant is capable of responding."

The use of fear, like the effort to control by brute force, is a confession of weakness or of ignorance. There is a better, a more constructive way. Especially is this true in the moral and religious training of children—a field in which the temptation to employ fear is very common. On this point the judgment of Mr. Burbank, who is a scientist, and not a theologian, is not in harmony with current practice in some quarters. But a scientific judgment should be welcome at any time. It will at least be pedagogically suggestive. I give it for that reason. "Keep fear out," says Mr. Burbank,

"that the child may grow up to the end of the first ten-year period and not know what physical fear is. Let him alone for that. If he is a healthy, normal child he will find it and profit by it. But keep out all fear of the brutal things men have taught children about the future. . . . Let their souls drink in all that is pure and sweet. If they come into the world with souls groping in darkness, let them see and feel the light. Do not terrify them in early life with the fear of an afterworld. Never was a child made more noble and good by the fear of hell. . . . Put the best in them by contact with the best outside. They will absorb it as a plant absorbs the sunshine and the dew."

### The Way of the Master

Already we have suggested the better way, which is the way of positive and constructive guidance in child nurture. Light, sunshine and moisture, fresh air, proper nourishment, kindness, tender care—these are key words of the new method. A single example taken from Mr. Burbank's plant school will serve as an illustration: At the close of a summer day, some years ago, as Mr. Burbank was walking among his plants and flowers, his attention was arrested by a faint, sweet perfume that seemed to come from the large verbena plot that he was just passing. Ordinarily verbenas are not fragrant.

More often they have a slightly unpleasant odor. Eagerly, therefore, Mr. Burbank bent over the bed of flowers and searched long and patiently for the blossom that gave forth the fragrance. He was unsuccessful, however, and a whole year passed until again the large verbena bed was in full blossom. Then, on a balmy summer evening, once more the delicate suggestion of fragrance greeted the alert sense of the skilled gardener as he passed. It was growing dark, and other duties were pressing. But here was the promise of nobler fruitage in a humble flower. Of course he stopped and tenderly bent over the bed of many blossoms, carefully examining every single blossom.

Late into the night he tarried until, finally, his patience and thoroughness were rewarded, and he held in his hand the little plant that gave forth the fragrance. This plant he marked well and cared for tenderly. When its seeds were ripe, they were set apart and labeled to await the coming of another planting season. Then for several years he carefully and patiently selected each year the most fragrant flowers from the descendants of this first scented verbena until, under his fostering care, with richer soil, and better regulated light, temperature, and moisture, with more space to grow in and with protection against the enemies that threatened to mar and to destroy, the heritage of fragrance in these verbenas at last became established. They were given the name of Mayflowers, which is likewise the common name of the fragrant trailing arbutus.

If it is worth while to spend a period of years in developing a lasting quality of fragrance in flowers, may it not also be worth consecutive time and effort to search out and encourage in their unfolding the finer qualities in the spirit in a child—to care for and train a child during the tender, formative period of its life, that what-

ever spiritual graces may be latent in its character shall come to dominate and glorify the life in the years of its maturity? Patterson DuBois calls the way of nurture "the natural way." Mr. Burbank calls it the way of selective environment. Professor John Dewey might call it the way of democracy and co-operation—children and parents or teachers working together in the solving of concrete problems, in the solution of which, one by one, the child achieves increasing mastery of the world in which his life is unfolding.

For the child this is the way of enthusiasm and inner vision, the way of interest and self-expression, which leads, through choice and exercise, to the formation of habits of thought and conduct which in early childhood are the essential bases of character. For teachers and parents it is the way of guidance, of helpful stimulation and suggestion, the way of appreciation and encouragement.

It is the way of the Master, who, more than any other of the world's great teachers, understood the significance and value of the little child. It was he who spoke words of solemn warning against causing any of these little ones to stumble or receive injury. It was he who placed the child in the midst and who said:

*"Suffer the little children, and forbid them not, to come unto me:  
For to such belongeth the kingdom of heaven."*

### Lesson Courses for the Sunday School

In the preparation of lesson courses for the Sunday school the Methodist Episcopal Church continues its historical policy of co-operating with other Protestant Evangelical Churches through the International Sunday School Lesson Committee. The truly interdenominational character of this committee as at present consti-

tuted makes this co-operation as effective as the necessary limits prescribed by denominational autonomy and independence of final action would seem to permit. The record for the last quadrennium—1920-23 inclusive—is one of notable achievement, the effect of which in actual Sunday-school practice will become apparent during the years immediately before us. That record, briefly summarized, follows.

### *International Lesson Committee*

On December 30, 1920, the International Sunday School Lesson Committee adopted the report of a Committee on Policy. This report included, among other things, the following important items:

#### 1. SURVEY FINDINGS SHOWING:

- (a) Rapidly increasing use of Graded Lessons and general satisfaction with the same.
- (b) Widespread dissatisfaction with Uniform Lessons and demand for the preparation of a system of Group Lessons—that is, a system of lessons arranged by age groups.
- (c) An increasing demand for materials for week-day religious instruction closely co-ordinated with the Sunday-school program.

#### 2. STATEMENT OF POLICY:

- (a) That as soon as possible all lesson courses be graded either (1) by years, as in the Closely Graded System, or (2) by age groups.
- (b) To construct a system of group lessons arranged to meet the needs of five age groups as follows:

Primary: ages 6, 7, 8; grades 1, 2, 3.

Junior: ages 9, 10, 11; grades 4, 5, 6.

Intermediates: ages 12, 13, 14; grades 7, 8, 9.

Senior: ages 15, 16, 17; high school.

Young People and Adults: ages 18 and over.

- (c) To prepare dated *Services of Worship* for the whole school or such departments as may desire to use them.
- (d) To construct a new *International Curriculum of Religious Education* providing a closely correlated program of instruction for both week-day and Sunday.

This action of the International Lesson Committee was in harmony with repeated declarations of the Board of Sunday Schools and was approved by said board after full consideration by your Committee on Curriculum. (See Year Book, 1920, pp. 81-87.)

#### *Primary and Junior Group Lessons*

In pursuance of the general policy stated above the International Sunday School Lesson Committee has thus far prepared and released for use beginning January 1, 1924; a three-year course of *Primary Group Lessons* and a three-year course of *Junior Group Lessons*, outlines for which have been considered and approved by this board on recommendation of its Committee on Curriculum. (See Year Book, 1922, p. 113; and Year Book, 1923, p. 121.)

In consultation with the Publishing Agents and representatives of the Book Committee it was decided to substitute these Primary and Junior Group Lessons for the usual adaptations of the Uniform Lessons for these age groups and to publish them in the regular periodicals designed for use with Primary and Junior children. In harmony with this decision the Primary Group Lessons will appear in *The Berean Primary Quarterly*, and the Junior Group Lessons in *The Boys' and Girls' Quarterly* and *The Shorter Junior Quarterly*. The helps for teachers for both groups appear in *The Elementary Teacher*, which has been enlarged to permit the more adequate guidance of teachers in the use of these group lessons.

With the exception of this increase in size in *The Elementary Teacher* there has been no change in form or general appearance of the publications referred to. The result of this procedure, as it may be reflected in expressions of judgment received from our constituency using these publications, will not be apparent until the new lessons shall have been tried out in actual practice following their introduction with the beginning of the current year, 1924.

### *Unity Through Worship*

The main objection to departure from absolute uniformity in lesson courses for the Sunday school through many years has been the fact that the lack of a common lesson for the whole school has made the task of the superintendent more difficult in taking away from him the opportunity for a platform review of the lesson before the whole school. The argument has been that the unity of the school has suffered by its breaking up into groups for the study of different lessons. In the *Closely Graded Lessons* the objection is met by providing for departmental services of worship wherever these are needed.

In connection with the Group-Uniform Series a special dated service of worship is provided for schools desiring to meet in a single assembly. These services of worship are arranged under appropriate themes and with appropriate seasonal emphases. In addition to devotional readings they provide special suggestions for the superintendent's part in the service to take the place of the usual platform review of a common lesson. These services are printed in the *Service and Lesson Leaf*, which has a large and rapidly increasing circulation. They are also featured in *The Officer*, a monthly publication for superintendents and other officers of the school.

*Principles of Curriculum*

Important preliminary steps have been taken by the International Sunday School Lesson Committee looking toward the creation of the proposed new curriculum of religious education in which the teaching programs for week-day and Sunday shall be thoroughly co-ordinated. In this important matter the committee is proceeding in a thoroughly scientific manner and with due regard for the fundamental educational and evangelistic purposes which every program of religious instruction conducted under the auspices of Protestant Evangelical Churches is expected to serve. The more important steps in this procedure include the following:

1. A carefully prepared statement of a theory of the curriculum, on the basis of which the actual work is to proceed.
2. A complete tabulation of teaching materials now in use in various types of church schools, both week-day and Sunday, arranged for ready study according to content, intended use, and life situations to be served by each.
3. Supervised experimentation in a number of carefully selected centers. The denominational church-school executives have been requested to nominate these centers with reference to the following general conditions:
  - (a) Geographical distribution.
  - (b) Distribution by type (city, town, or country); size; social groups (industrial, agricultural, immigrant).
  - (c) Teaching conditions with a reasonable degree of control.
  - (d) Selections on the basis of previous experience in week-day and vacation instruction in addition to the Sunday-school work.
4. A tentative blocking out of the new curriculum, starting with the group age centers 6, 9, 12, and 15.

A tentative statement of the theory of the curriculum has been prepared and approved by the International Lesson Committee subject to further development as the committee proceeds with the work. The importance of this statement justifies its inclusion at this point in slightly abbreviated form. It is designed to serve as a basis for the formulation of the International Curriculum of Religious Education.

### I. THE OBJECTIVE.

"The objective of religious education is a complete Christian life, which includes personal acceptance of Christ as Saviour and his way of life and, under normal circumstances, membership in a Christian church; the Christian motive in the making of all life choices; and whole-hearted participation in and constructive contribution to the progressive realization of a social order controlled by Christian principles."

### II. RELIGIOUS EDUCATION SHOULD CENTER IN THE EXPERIENCE OF THE CHILD.

"The teaching process takes its point of departure from the experience of the child. It should seek to direct and enrich that experience in its religious aspects with a view to the adequate control of conduct and the development of Christian personality.

"The conscious direction of religious experience presupposes an evaluation of the varying types of such experience, the formulation of standards whereby these types may be evaluated, and a study of the processes through which conduct may be controlled.

"The experience of each child is of worth on its own account, and the best possible preparation for the future is to be had through the performance of functions normal to the present. Some of the most educative of these functions grow out of the fact that the child does not live an isolated life but actually participates in the interests and activities of adult life."

### III. THE DIRECTION OF RELIGIOUS EXPERIENCE.

"Experience may be enriched

"(1) By helping to bring about situations that are rich in desirable stimuli.

"(2) By helping the growing person:

"(a) To see the significance in elements and factors that might otherwise be overlooked;

"(b) To lift his responses into more definite consciousness in such a way as to secure reflection upon them and so make them the objects of purposeful choice;

"(c) To feel regret at improper and undesirable responses and satisfaction with desirable responses, and so develop responses into permanent modes of conduct."

### IV. SUBJECT MATTER.

"Knowledge arises with experience. It has its origin in the activities of individuals and of groups and its motivation in the furthering of these activities.

"The primary function of information is to enable individuals and groups to understand their experience and to control it.

"The accumulated stores of systematized experience are the sources to which the child should be directed for help in securing knowledge required to interpret and control his own personal experience.

"The various forms of religious literature are valuable for religious education because they record the experience which men have had of God and of other spiritual values. The Bible is the incomparable source of such material.

"Not all of this experience is of equal educational value. Discrimination must be made with reference to:

"(1) The degree to which the various ethical and spiritual levels of the religious experiences recorded in these materials approach Jesus' interpretation of life.

"(2) The developing interests and capacities of the individual.

"(3) The religious needs of various types of individuals and of various groups and environments."

## V. THE CURRICULUM AND METHOD ARE INSEPARABLE.

"Method is to be conceived in terms of its effectiveness in developing the various conduct controls and widening experience in meeting and responding to situations. Method is accordingly twofold. There is one method for the child, in accordance with which he best widens his experience in and through properly meeting and responding to situations. There is another method for the teacher, by which he best guides the child's method.

"The responses that are most educative are those in which the growing person, in association with other pupils and adults, is thoughtfully active in bringing ends to pass. Therefore, the central requirement as to method is that the pupils be led into whole-hearted activities that help to build the kingdom of God. Such activities should be :

"(1) Suited to the individual's capacity.

"(2) Loaded with problems that raise relations, functions, and responsibilities definitely into consciousness, that call for reflection, and that are capable of indefinite expansion.

"(3) Social and shared.

"(4) Continuous with the remainder of the child's experience, so that his religious principles become a controlling factor in the whole of his conduct."

## VI. CORRELATION.

"The program of Christian education should constitute a unified, consistent whole. This implies provision for all stages of growth; the inclusion of Sunday and week-day programs in a single plan, the combination of home training and church training into a single whole; continuity between this church-and-home training on the one hand and the Christian academy and college on the other; and, finally, correlation with the public school and with other community agencies for education."

The complete tabulation of teaching materials used in various types of church schools is well under way and

promises to become exceedingly valuable for all groups and individuals interested in curriculum making.

For the purpose of vigorously prosecuting the work of actually producing this new curriculum of religious education the International Committee, at its recent session, December 28, 1923, approved a budget for presentation to the Business Committee of the International Sunday School Council of Religious Education as part of the total budget of the International Council.

#### *Courses Released 1920-23*

Outline of lesson courses prepared and released by the International Lesson Committee during the quadrennium include the following:

1. *Improved Uniform Lessons* for four years, 1923, 1924, 1925, 1926 (52 lessons each). Outlines for years following 1923 are without adaptations to Primary and Junior age groups.
2. *Primary Group Lessons*, first cycle of three years, for use during 1924, 1925, 1926 (52 lessons each).
3. *Junior Group Lessons*, first cycle, for use during 1924, 1925, 1926 (52 lessons each).
4. *Adult Electives*: Beacon Lights of Prophecy (13 lessons); Studies in Deuteronomy (13 lessons); Teachings of Jesus for Daily Life (52 lessons); The Message of the Epistle to the Galatians (13 lessons); Christian Ideals in Industry (13 lessons); Christian Stewardship (13 lessons); The Criminal and the Community (13 lessons).
5. *Senior-Young People Electives*: Christianity and World Democracy (13 lessons); Fundamentals of Christian Experience (13 lessons).

6. *American Indian Series*: Selected Bible Stories, for pupils six to nine years of age (52 lessons); Life of Jesus, for pupils ten to thirteen years of age (52 lessons); Travels of Paul, for pupils fourteen to eighteen years of age (52 lessons).

Such of these outlines as have been considered by our own Committee on Curriculum are described more in detail in the separate report of that committee.

#### *Committee on Curriculum Action*

The work of the Committee on Curriculum of the Board of Sunday Schools during the four years 1920-23 has been the most fruitful of any like period since the organization of the committee in 1912. Through the Methodist representatives on the International Sunday School Lesson Committee your Committee on Curriculum has co-operated with this larger interdenominational committee in the prosecution of its work as outlined above. A critical consideration has been given to all lesson outlines prepared and released by the International Committee before these were recommended for use in the Methodist Sunday schools. In addition the Committee on Curriculum has prepared an extensive list of elective and teacher-training courses and has given careful and extended consideration to the general principles upon the basis of which in the future the curriculum of religious education of the Methodist Episcopal Churches should be prepared. The details concerning the work of this committee appear in a separate report.

#### **Co-operation Through Syndication**

The past quadrennium has been significant among other things because of the large measure of syndication which has obtained in the field of literature production

for the Sunday school. During the four years 1920-23 the Sunday-school editorial office and The Methodist Book Concern have co-operated with the editors and publishers of no less than eighteen different denominations either in the production and simultaneous use of common materials in one or more of their regular Sunday-school periodicals, or in the production of teacher-training and other textbooks. Naturally both the amount of common material and the exact nature of the syndicate arrangement have varied in each case.

The outstanding example of syndication in earlier years was the production of the Graded Lesson Syndicate edition of the Closely Graded Lessons. This arrangement still continues, although the Graded Lesson Syndicate has undertaken no revisions or new publication within the last four years.

The close of the preceding quadrennium, October, 1919, saw the launching of *The Church School*, a magazine of Christian education, under the joint auspices of three denominations—the Congregational, Methodist Episcopal, and Methodist Episcopal, South. With the beginning of the third volume of this magazine the group of denominations was enlarged to include, in addition, the Reformed Church in the United States and the Christian Board of Publication. During the greater part of this period the Methodist Editor of Sunday School Publications has given much time and personal attention to *The Church School* as its managing editor. The editors and publishers of the denominations entering into this co-operative enterprise did so in the belief that a national magazine of Christian education is a practical ideal, and that such a magazine is essential to the promulgation of a national program of Christian education under the co-operative supervision of the Protestant Evangelical Churches. They believe that the publication of *The*

*Church School* has made for Christian solidarity and for more effective leadership and for the advancement of the Kingdom through Christian teaching as no individual publication of a single denomination could do. The magazine has sought to intensify the conviction of the religious-educational forces of America concerning the importance of religious teaching, to popularize the principles and programs of Christian education, to encourage co-operative community effort in this field, and to set forth and interpret clearly the ideals of Christian citizenship and Christian democracy in their relation to a worthy program of Christian education. At the present time the prospect is bright for the early launching of a national journal of religious education under the immediate supervision of a carefully selected committee of denominational editors and publishers serving under the general auspices of the International Sunday School Council. In the successful inauguration and conduct of such an enterprise the original ideal and purpose for *The Church School* as a great interdenominational magazine of Christian education would find its more complete fulfillment.

Another venture in syndication which has borne fruit during the past four years has been the preparation and publication of textbooks for the third-year specialization in teacher training, under the auspices of the Teacher Training Publishing Association. This organization is composed of the executive Sunday-school editors and publishers of eleven denominations, including: Baptist, North; Congregational; Disciples of Christ; Lutheran; Methodist of Canada; Methodist Episcopal; Methodist Episcopal, South; Presbyterian, Canada; Presbyterian, North; Presbyterian, South; United Brethren. Your Editor of Sunday-school Publications is the chairman of the Editorial and Educational Committee of this association. Following two years of more general study in

teacher training, provided by these denominations separately or in smaller groups, provision is made in the textbooks for this third year for closer specialization on the part of administrative officers and for teachers of each of the following age groups: beginners, primary, junior, senior, young people, and adult. A general course on adolescence, covering more briefly the whole period (fourteen to twenty-four), is also provided. This program of specialized study thus provides for nine separate courses of forty lesson periods each, and calls for approximately thirty textbooks of ten to twenty lessons each, according to the subjects included in the specialized training for each group. The production of so large a list of textbooks, each of which would have a relatively small circulation in any one denomination, could be accomplished economically only through a plan of syndication such as has actually been carried out through this association. The first textbook in this series appeared in 1921. At the close of the quadrennium thirteen out of a total of approximately thirty textbooks had been published. They are having a wide sale, since they serve the entire field.

Just preceding the General Conference of 1920 the outlook for unification between the Methodist Episcopal Church and the Methodist Episcopal Church, South, was so bright that the editors and publishers of both churches felt warranted in making their Sunday-school-literature programs as nearly identical as possible. At the beginning of 1920 this effort to achieve the closest possible co-operation had resulted in about seventy-five per cent of the publications, including the Closely Graded Lessons, the Uniform Lesson publications, and the teacher-training textbooks, being identical for the two churches. The failure of the plans for unification necessarily brought a reaction against so complete a program of syndication in

the interest of greater individual liberty of action, especially on the part of the editorial offices of the two churches. At the present time a little less than fifty per cent of the literature of the two Methodisms is identical in content. Throughout the quadrennium the syndication has included the Closely Graded Lessons, the primary and junior publications for the International Uniform Lessons, and extensive exchanges of material for the uniform publications above the junior and for the story papers. Meanwhile the spirit of co-operation between the two churches has not diminished, and it would be possible to reinstate the more complete program of syndication in a comparatively short time.

At the present time our most effective program of syndication is with the Congregational Publishing Society. Throughout the quadrennium this has included, as in the case of the Methodist Episcopal Church, South, the Closely Graded Lessons, the primary and junior publications in the International Uniform Series, six out of eight pages of *The Classmate*, and the exchange of selected materials from the uniform-lesson publications above the junior. During the second half of the quadrennium arrangements for syndication were extended to include the four story papers and all the publications dealing with International Uniform Lessons, with the exception of the teachers' journal. With the substitution of the Primary and Junior Group Lessons for the primary and junior adaptations of the Uniform Lessons for 1924 it has seemed wise to withdraw from this syndicate arrangement the publications dealing with these new lessons in order to leave both churches free for a larger measure of independent experimentation. In the case of *The Classmate* the syndication arrangements have not at any time included the editorial pages, material for which was provided by each denomination separately.

In addition to the larger volume of syndication with the two denominations above-mentioned similar arrangements affecting individual publications or special types of materials have been made with other churches. The most important among these have been the Christian Publishing Society, the United Brethren, the Evangelical Lutheran Synod, the Colored Methodist Episcopal, the Society of Friends, and the Evangelical Association. There has been a very large demand for the simultaneous use of good general articles, lesson treatments, and fiction material appearing in the story papers. In response to this demand a steadily increasing amount of manuscript material purchased for our Methodist Sunday-school publications has been resold for simultaneous use by other denominations. There has also been a frequent exchange of materials without the formality of actual collection and payment for manuscripts thus exchanged.

Such a program of syndication is not without its difficulties. These are cumulative and increase in direct ratio to the amount of material that is syndicated. Co-operation involves mutual concessions and may easily be carried to the point of diminishing returns. Nevertheless, editorial co-operation in the production of religious-educational literature has distinct compensations that are likewise real and cumulative. There are obvious economies achieved through syndication. The savings involved in a single year amount to many thousands of dollars. Editorial co-operation, moreover, results in broadening horizons and in a growing sense of the unity of spirit and purpose that actually exists among evangelical Christians. It leads to an appreciation of the larger opportunities for Christian service which must inevitably result from the elimination of waste and duplication in the vital processes of education and evangelism. The experience in syndication gained during the quadrennium should point the

way to still greater economies in literature production through practical and effective co-operation on the part of all of the Protestant Evangelical Churches in this country. The Sunday-School Editorial office and The Methodist Book Concern are in a position to render an increasingly large service in this fruitful field.

### Adult and Teachers' Publications

The personnel of this department is as follows: Associate Editor, Wade Crawford Barclay; Assistant Editors, Mary E. Moxcey, Lyndon B. Phifer, and Cecil D. Smith.

Within this department have been included during the quadrennium the following publications: *The Sunday School Journal*, *The Adult Bible Class Monthly*, *The Home Quarterly*, *The Home Visitor*, *Service and Lesson Leaf*, *The Superintendent's Helper*, and, since its beginning one year ago, *The Officer*.

Responsibility for the consideration of lesson problems, for the development of the curriculum, for engaging writers and editing elective study courses and courses in training for leadership, apart from the immediate responsibility of the Editor, has also been borne by this department.

During the quadrennium *The Sunday School Journal* has continued to be, as it had been during more than a half century preceding, our chief lesson publication. Its lesson section for more than a generation has been the main reliance of that vast group of pastors and lay leaders who each Sunday teach the Uniform Lesson. While the field of service of the *Journal* has been restricted somewhat by the introduction of specialized periodicals necessitated by newer developments in the field of Sunday-school work it still has a very large constituency unreached by other periodicals. To these it seeks to interpret the opportunity and responsibility of the church for

the teaching of religion, broadening the vision and informing the minds of pastors, superintendents, and teachers, as was said in the first issue in 1860, "concerning whatever will help to improve the teacher and to give the Sunday school greater efficiency."

Its list of writers of our own church during the quadrennium is in itself a roster of outstanding ministerial and lay leaders of Methodism. In addition it has contained articles by many of the leaders of other evangelical churches of America; prominent educators, leading missionaries, and some of the most prominent biblical expositors of Great Britain. A study of the list of the contributors presents convincing evidence that the *Journal* has offered to its readers the ripest and best thought of evangelical Protestantism on theory, principles, and methods of religious education, as well as giving important help in the teaching of the lesson.

The steady and rapid increase in the distribution and use of the graded lessons has steadily cut into the circulation of *The Sunday School Journal*. This probably will continue. Our teachers think first of their need for help in teaching the lesson. They use the *Journal* primarily as a lesson help and only secondarily for general training in principles and methods of religious education and for information concerning the needs of their pupils. As a consequence, when they turn from the uniform lessons to the graded lessons, their subscriptions to *The Sunday School Journal* are discontinued. Another fact of significance, however, is that a considerable proportion of the teachers of uniform lessons have been accustomed in the past to take no teachers' help whatever. They have only the pupils' periodical (in most cases probably *The Senior Quarterly*) from which to prepare their lesson. Also, it is to be noted that during the quadrennium there has been a notable growth in pupil enrollment and in the number

of officers and teachers, the increase in number of officers and teachers for the four years being 19,046. If this increase continues, as it should, with aggressive promotion it should be possible for some years to come not only to maintain but actually to increase the circulation of the *Journal*.

It is estimated that twenty-nine per cent of the enrollment in Methodist Episcopal Sunday Schools consists of adults. This gives us an adult constituency of approximately 1,429,000. To meet the needs of this great host of adult members of the Sunday school for help on the International Uniform Lessons, to inform them on religious education, guide them in Adult Department and class activities, and to furnish religious stimulus, as well as to serve as an organ of the adult-Bible-class movement, *The Adult Bible Class Monthly* was established sixteen years ago. Its most notable increase in circulation during this period has been within the past four years. More than one hundred thousand of the most progressive men and women of the church now read *The Adult Bible Class Monthly* every month. A special effort was made at the beginning of the quadrennium to improve the mechanical make-up and general appearance of the *Monthly*. So marked has been this improvement that the magazine has become known as one of the most attractive religious periodicals published.

In the magazine section of the *Monthly* during the quadrennium many of the outstanding leaders of our own and other evangelical denominations have written on subjects of paramount moral and religious interest, including family religion, Christian citizenship, law enforcement, lay evangelism, missions, Bible study, recreational leadership, and the application of Christianity to social problems. Successful workers in local fields have furnished material designed to aid organized adult classes

and departments to serve more efficiently in the life of the church and community, together with practical suggestions on community and world service, adult recreation, class and department promotion plans, and the duties of class and department officers.

In addition to the lessons of the Improved Uniform Series alternative courses are occasionally printed in *The Adult Bible Class Monthly*. These are usually continued through a period of three months only. For example, from January to March, 1923, there was presented a foreign-missionary course entitled "Working With Christ for India," written by Professor Oscar MacMillan Buck, of Drew Theological Seminary. Publication of this course occasioned widespread approval and praise as a significant contribution to the present program of World Service.

Throughout the quadrennium *The Home Quarterly* has rendered an increasing service to our very large constituency of people who are prevented from attending the services of church and school. Probably no periodical that we publish is received with more genuine appreciation than is felt by many of the underprivileged men and women who are home-bound either by family cares or by age and invalidism. The large company of faithful workers who constitute the corps of Home Department visitors have been likewise cordially appreciative of the special help offered to them in *The Home Visitor*. Special acknowledgment is due the Editors of the Congregational and Methodist Episcopal, South, Churches for active co-operation in the production of *The Home Quarterly*, which is now used by these three denominations. Much of the material pertaining to the Family Worship League was supplied by Dr. William S. Bovard and Dr. Bert Smith.

For many years there has been a more or less generally expressed demand on the part of Sunday-school superintendents and other officers for a distinctive publication of their own. Other denominational and independent publishers for some years occupied the field created by this increasing demand. Up to January, 1923, our own publishing house provided no special periodical for this group, although each month *The Church School* and *The Sunday School Journal* presented a considerable amount of peculiarly valuable material to both general and departmental officers of church schools. At the beginning of the year 1923 it was wisely decided to provide in a small monthly periodical the kind of help for officers of the Sunday school which the already existing publications could furnish only in a very limited way. From its first issue *The Officer* has had an expanding and constantly more appreciative group of readers. From all we can hear from subscribers it is meeting a genuine and specialized need. While speaking more directly to the general superintendent *The Officer* also contains material of vital interest to assistant officers, secretaries, librarians, treasurers, choristers, orchestra leaders, and department officers. While it does not ignore the needs of the executive and his assistants in large, thoroughly departmentalized city Sunday schools, it aims to give special attention to the management of schools with average and even very small enrollment—schools that for the most part meet in general assemblies or, at best, in two or three age-group assemblies. An outstanding service of this publication is that of information on the current program of the Board of Sunday Schools, house books and periodicals, publicity concerning the standard training schools, institutes, and summer schools, and news of importance concerning the work of local Sunday schools in all parts of the country. Possibly its most important single service is

the provision of fresh materials and practical suggestions to the superintendents on the conduct of the service of worship for each Sunday. Many superintendents find themselves in serious difficulty in endeavoring to plan the services of worship. From six to eight pages in each issue of *The Officer* offer practical aid, supplying actual material for use in talks, stories, prayers, and responses.

*The Service and Lesson Leaf*, one of our minor publications, has found within the last quadrennium a new field of service in its outline of a service of worship for the general assembly. It is eminently desirable for each participant in a service of worship to be informed concerning the outline of the program, so that announcements, which interrupt the continuity of the service, may be obviated. That the value of this publication is recognized is shown by its widespread distribution.

The periodicals of this department are planned from month to month in departmental conferences. On the basis of tentative plans, previously prepared, each issue of each periodical is made the subject of careful consideration and thorough discussion. The conferences concern the general emphasis for the month, secondary emphases, titles of articles, and possible writers. These conferences are conducted by the Associate Editor and participated in by each member of the department. In carrying out the plans thus formulated, reading copy and proof, planning make-up, and caring for other editorial details immediate responsibility for the *Journal* rests with Cecil D. Smith and Dr. Mary E. Moxcey; for *The Adult Bible Class Monthly* and *The Officer* with Lyndon B. Phifer; for the *Service and Lesson Leaf* with Lyndon B. Phifer and Dr. Mary E. Moxcey. *The Home Quarterly* and *The Home Visitor* throughout the quadrennium were in immediate charge of Dr. Charles W. Barnes up to the time of his death.

The purpose of *The Lesson Handbook*, the form of which has remained unchanged in recent years, is to supply Sunday-school workers with a compact, vest-pocket commentary on the Improved Uniform Lessons, containing a maximum of helpful subject matter within a minimum of space.

*The Superintendent's Helper* was provided to satisfy a demand on the part of many Sunday-school superintendents for a vestpocket booklet of information and suggestions covering the work of the entire year. Within the last quadrennium its field of usefulness has been enlarged by the inclusion of help on various phases of the executive officer's task.

### Books Published Within the Quadrennium

The complete list of textbooks prepared during the quadrennium largely as a part of the work of this department is as follows:

#### **Elective Courses for the Sunday School**

##### *Textbooks for Pupils*

###### *FOR JUNIORS*

*Chinese Lanterns*, Minna M. Meyer (in press), 12 chapters.

###### *FOR INTERMEDIATES*

*Some Famous Friendships*, E. Morris Fergusson (1921), 13 chapters.

###### *FOR YOUNG PEOPLE*

*Christian Citizenship*, Francis J. McConnell (1922), 13 chapters.

*Builders of the Kingdom*, Howard M. LeSourd (1922), 13 chapters.

###### *FOR YOUNG PEOPLE AND ADULTS*

*The Religion of Judah*, John Bayne Ascham (1920), 26 chapters.

*Apostles, Fathers, and Reformers*, John Bayne Ascham (1921), 26 chapters.

*Amos, Prophet of a New Order*, Lindsay B. Longacre (1921), 13 chapters.

*Elements of Personal Christianity*, William S. Mitchell (1921), 13 chapters.

*The Christian in Social Relationships*, Dorr F. Diefendorf (1922), 13 chapters.

- Working With Christ for India*, Oscar MacMillan Buck (1922), 12 chapters.
- My Church Among the Churches*, William W. Sweet (in press), 13 chapters.
- Deuteronomy, a Prophetic Lawbook*, Lindsay B. Longacre (in press), 13 chapters.
- Christian Ideals in Industry*, Johnson-Holt (in press), 13 chapters.
- The Christian Hope*, Harris Franklin Rall (in press), 13 chapters.

#### FOR PARENTS

- Parents and Their Children*, Mary E. Moxcey (1922), 12 chapters.

#### Textbooks in Training for Leadership

##### *Textbooks for Teachers and Officers*

###### GENERAL

- Great Characters of the Old Testament*, Robert W. Rogers (1920), 12 chapters.
- Great Characters of the New Testament*, Doremus A. Hayes (1920), 12 chapters.
- The Principles of Religious Teaching*, Wade Crawford Barclay (1920), 12 chapters.
- Teacher's Guide to Life in the Making*, B. S. Winchester (1920), 24 chapters.
- Teacher's Guide to The Organization and Administration of the Sunday School*, Arlo Ayres Brown (1920), 12 chapters.
- Teacher's Guide to A Methodist Church and Its Work*, Arlo Ayres Brown (1920), 12 chapters.
- Physical Health and Recreation for Girls*, Mary E. Moxcey (1920), 7 chapters.
- Good Times for Girls*, Mary E. Moxcey (1920), 11 chapters.
- Training World Christians*, Gilbert Loveland (1921), 12 chapters.
- The Prophetic Movement in Israel*, Albert C. Knudson (1921), 10 chapters.
- Recreational Leadership for Church and Community*, Warren T. Powell (1923), 10 chapters.
- Training for Leadership and Teaching*, Wade Crawford Barclay (in press), 12 chapters.
- The Worker and His Church*, Eric M. North (1922), 24 chapters.

#### Textbooks in Training for Leadership Specialization Courses

##### FOR TEACHERS OF CHILDREN

- Cradle Roll Manual*, Jessie Eleanor Moore (1921), 12 chapters.
- A Study of the Little Child*, Mary T. Whitley (1921), 10 chapters.

*Story-Telling for Teachers of Beginners and Primary Children*, Katherine D. Cather (1921), 10 chapters.

*Methods With Beginners*, Frances Weld Danielson (1921), 20 chapters.

*A Teacher's Guide for Methods With Beginners*, Frances Weld Danielson (1921), 20 chapters.

*Methods for Primary Teachers*, Hazel Lewis (1921), 20 chapters.

*A Study of the Primary Child*, Mary T. Whitley (1922), 10 chapters.

*Junior Department Organization and Administration*, Ida M. Koontz (1922), 10 chapters.

*A Study of the Junior Child*, Mary T. Whitley (1923), 10 chapters.

#### FOR TEACHERS OF INTERMEDIATES, SENIORS, AND YOUNG PEOPLE

*Community Forces for Religious Education: Middle Adolescence*, G. W. Fiske (1921), 10 chapters.

*The Psychology of Early Adolescence*, E. Leigh Mudge (1922), 10 chapters.

*Community Forces for Religious Education: Early Adolescence*, G. W. Fiske (1922), 10 chapters.

*Leaders of Youth*, Hugh H. Harris (1922), 24 chapters.

*Leaders of Young People*, Frank Wade Smith (1922), 20 chapters.

*The Organization and Administration of the Intermediate Department*, Hugh Henry Harris (1923), 10 chapters.

#### FOR TEACHERS OF ADULTS

*Principles of Christian Service*, Henry F. Cope (1921), 10 chapters.

*A Study of Adult Life*, Theodore G. Soares (1921), 10 chapters.

#### FOR ADMINISTRATIVE OFFICERS

*The Educational Task of the Church*, William C. Bower (1921), 10 chapters.

*The Superintendent*, Frank L. Brown (1922), 24 chapters.

#### Lesson Helps in Annual Volumes

*The Lesson Handbook: on the International Improved Uniform Lessons*, Henry H. Meyer, four volumes (1921-24).

*The Superintendent's Helper*, four volumes (1921-24), prepared editorially under the supervision of Wade Crawford Barclay.

**For Officers and Teachers of Daily Vacation Church Schools**

*Program Guide No. I: The Heavenly Father and His Helpers,*  
Mina A. Clark (1922).

*Program Guide No. II: Learning How to Live as God's Children,* Corinth C. Clausing (1922).

*Program Guide No. III: Playing the Game,* Lois R. Robison (1922).

The foregoing list of textbooks issued during the quadrennium and now in process evidences the service of this department in the field of the curriculum. Throughout the quadrennium Dr. Barclay has served as Associate Secretary of the Curriculum Committee. He has also acted as chairman of the Inter-Methodist Committee on Teacher Training and of various other groups engaged in curriculum investigation, conference, and development. Within the last year particularly a large part of his time has been devoted to conferences on curriculum subjects, engaging writers for textbooks, and conferring with writers on content of courses. Work in this field has included service on the Joint Committee on International Curriculum of Religious Education and on the Joint Advisory Committee on Methods and Materials for Religious Education on the Foreign Field. In conferences on curriculum problems Dr. Mary E. Moxcey also has participated, and in this field her services have been especially valuable.

The service of this department in the field of inter-denominational co-operation is worthy of special mention. Dr. Barclay has served as a member of the Executive Committee of the International Sunday School Council, attending its meetings regularly and participating actively in its sessions. He has also served as a member of the Committee on Education of the International Council and as chairman of its Section of Organization and Administration,

formulating a number of the important reports of the Committee. He is likewise secretary of the Board of School Administration of the International Council, this board having administrative direction of the adult and young people's training schools of the council.

Demands upon the department for teaching service in standard training schools, summer schools, and conferences have been many more than could be met. Within necessary limits of time all the members of the department have responded for such service in recognition not only of its value per se but also of the importance of keeping constantly in close contact with the field.

### Young People's Publications

The Department of Young People's Publications has been developing an increasingly systematized internal organization. The plans for this development were begun under the associate editorship of Harold J. Sheridan and were well under way when, in 1922, he accepted the position of professor and head of the Department of Religious Education at Ohio Wesleyan University. The vacancy thus created was filled by the transfer of Dr. E. Leigh Mudge from the Department of Adult and Teachers' Publications. The continued advance of the publications both in quality and in appearance confirms the wisdom of his selection. As the work is at present organized, the members of the staff are: E. Leigh Mudge, Associate Editor; Wilma K. McFarland, Assistant Editor in charge of *The Portal*; Alfred D. Moore, Assistant Editor in charge of *The Target*; Anne M. Buntain, Assistant Editor; Ida Angleman, Assistant Editor; Gladys E. Meyerand, Departmental Editorial Secretary.

Within the last four years there have been marked advances in the character and service of our publica-

tions for young people. It has been a period of decided progress in the field of religious education, and of this progress our publications are a significant index. The purpose for which our periodicals are issued is the development of Christian character by means of Christian nurture and training. Not only the lesson quarterlies but the story papers are treated as definite elements in our curriculum of religious education. We believe we are making progress, through the cultivation of writers with high religious ideals, in adapting our publications to the moral and religious needs of our young people.

To make our publications of the highest value to our young people we have sought to find writers who are well adapted to work for young people. We feel that we have made considerable progress in the improvement of the literary style and the general quality and content of our published stories and articles. A policy looking toward high artistic and literary standards has brought to us a staff of writers interested in our field and in the moral and spiritual aim of our publications. The availability of such a staff means much to our work, and we are very grateful for their hearty co-operation.

The development of the artistic appearance of our publications has proceeded throughout the quadrennium. Since 1920 we have been working out principles of uniformity for the illustration of articles and the arrangement of cuts. Credit for the development which is to be seen in our more recent publications is due to our art editor, George E. Smith, and to the artists whose superior work he has been able to secure. Many of the best illustrators now contribute their work, and the work of our older artists has noticeably improved.

The last four years have witnessed decided changes in the personnel of the department and in the administrative phases of this work. In 1920 the personnel of the Department of Young People's Publications consisted of four persons. Now there are six, not including the art editor, who gives a large part of his time to this department. The development of our educational program has been facilitated by various general developments in the efficiency of our work. There have been decided improvements in equipment and methods, enabling us to utilize the resources of our offices and publishing plant to the full.

Within the last quadrennium there have been various improvements in the character of our three lesson quarterlies—*The Senior*, *The Illustrated*, and *The Intermediate*. The importance of educational publications cannot be measured, and the possible service of these periodicals with their wide circulations is constantly before us. *The Senior Quarterly* is said to have the largest circulation of any religious periodical. If this is true, we are justified in giving to its preparation the most careful attention. *The Illustrated* and *Intermediate Quarterlies* are for younger people, and perhaps the content of these periodicals is of even greater importance than that of *The Senior*, considering the mental plasticity and moral potentiality of their readers. Hence, we have given close attention to the selection of writers for the quarterlies, seeking to find men who are intellectually well-equipped, thorough in their scholarship, trained and interesting writers, and, above all, possessed with that religious enthusiasm and zeal which are needed in workers with young people.

We feel that we have been fortunate in engaging the present writers for *The Senior Quarterly*. The Rev.

Halford E. Luccock has the enthusiasm that marks the evangelist in modern religious education and he is able to express this enthusiasm in clear, epigrammatic style, which always appeals to young people and which has placed his books among the popular and valuable devotional volumes of our day. Professor Harold J. Sheridan was for several years in charge of *The Senior* and knows its problems and needs. The training in religious education which brought his election to a professorship in religious education at Ohio Wesleyan University is of the greatest value to us and is being utilized in *The Senior Quarterly*. During the quadrennium *The Senior Quarterly* has increased in size from forty-eight to sixty-four pages and has been decidedly improved in its appearance. In view of its wide circulation it is not strange that we occasionally receive criticisms of certain minor points. Sometimes we receive a decidedly constructive and helpful criticism that is of value in matters of policy. But our correspondence with our readers seems to indicate very general satisfaction with the lesson treatments. Thus, a letter received but a few days ago says: "Because the comment under 'Preparation for Leadership' in connection with to-day's lesson is so very helpful, I am led to thank you for it."

The preparation of lesson treatments for *The Illustrated Quarterly* is a difficult task in view of the fact that the quarterly is designed for both intermediates and seniors. Attempting to unite young people of these two groups for purposes of instruction cannot be ideally satisfactory; hence, the preparation of lessons for both intermediates and seniors can be only relatively successful. Considering the difficulties involved, we feel that Professor G. Walter Fiske, who prepares the material for these quarterlies, is handling the

problem remarkably well in adapting the Uniform Lesson material to the needs of older boys and girls. In 1921 the form of *The Illustrated Quarterly* was changed by reducing it to a convenient pocket size and increasing the number of pages from forty-eight to sixty-four. To judge by the increased circulation this experiment seems to have been successful. There has been little change in the appearance of *The Intermediate Quarterly*, which is the abridged edition of *The Illustrated*.

The aim of our story papers is in general similar to that of all our curriculum material. These story papers are not designed for the mere amusement and pastime of our readers. No story or article is accepted for publication merely because it is interesting. To be sure, we insist upon its interesting nature and its literary quality; but it must fill a place in our general program of religious education in order to be judged worthy of publication in our story papers. On the other hand, our story papers are not the place for sermons or learned dissertations; they are designed to teach religious and moral truths and to develop individual and social attitudes through indirect suggestion, which is often more successful than the direct suggestion of hortatory address. The stories we publish must involve a wholesome moral reaction to social situations. They must not, however, spoil their teaching or weaken their influence by tagging on any superfluous didactic statements.

For *The Classmate* it has been our aim to secure well-qualified writers who are in sympathy with the ideals of our total program. We have thus developed a staff of men and women who know our purposes and can adapt their work to them, who are enthusiastic believers in the principles of religious education, and

who can be relied upon to represent accurately and effectively the special fields of writing for which we select them. Thus, we have writers who are acquainted with natural science, with problems of personal and public health, social work, foreign missions, and many other departments of interest to our readers. A careful examination of *The Classmate* will indicate that we have made progress in the quality of our literary material since the beginning of the quadrennium. We are using fewer short fillers and more stories, articles, and poems of high quality. Artistically *The Classmate* has greatly improved. Careful attention has been devoted to standardizing the paper's appearance in harmony with a wide variety of illustrations and page designs.

The most noticeable change made in our story-paper program within the quadrennium was the substitution for *The Sunday School Advocate* of two papers—one for boys and one for girls. This change in our oldest publication was made only after careful deliberation and planning. The increased circulation and the many expressions of satisfaction from schools and pupils make it clear that the change was a good one.

Close attention was given, both by the literary editors and by the art editor, to the artistic and mechanical elements in the appearance of both of the new papers. *The Portal* cover design was prepared with the nature and interests of young girls in mind. It combines a pleasant uniformity with an opportunity for wide variation in the use of illustrations and decorative side panels. It has been a serious problem to develop artists and writers who can adapt their work to the interests of girls and to the high standards of *The Portal*; but there has been decided progress, and the needs of the paper are still being studied. Miss

Wilma K. McFarland has proved her worth as an editor for girls.

Much of what has been said regarding *The Portal* is equally true of *The Target*. Careful plans for the boys' paper were made by Professor Harold J. Sheridan, who was Associate Editor when the change was made, by the new Assistant Editor, Alfred D. Moore, and by George E. Smith, the Art Editor. The interests of boys have been carefully studied, and the whole plan of *The Target* is in harmony with the best educational practice in dealing with preadolescent and early adolescent boys. Whereas *The Portal* has a more decorative cover design, *The Target* makes use of mass effects. The use on the cover of a design, often in pen and ink and symbolic of the nature of the first-page story, set above the chief illustration, like the cross bar of a letter T, gives a solid effect, very different from that on *The Portal*, but similarly allowing for variation with unity.

These changes in the papers, with the higher standards of literary and artistic work and educational values, have elicited a wide response of approval. Almost unanimously our correspondents express enthusiastic satisfaction. We purpose that all our publications for young people shall maintain a high standard of moral enthusiasm and religious devotion, that they may be artistically worthy in their literary content, in their illustrations, and in their mechanical form, and that they may have an increasing influence for good upon our young people. An editor is a schoolmaster, with the deep influence of the printed page at his command in directing the lives of vast numbers of students. We feel the serious responsibility of this trust.

### Children's Publications

The Department of Children's Publications is responsible for literature that serves children and teachers in the elementary grades of the Sunday School, ages one to eleven inclusive. The publications involved are *The Primary Quarterly*, *The Boys' and Girls' Quarterly*, *The Shorter Junior Quarterly*, *The Elementary Teacher*, *the Picture Story Paper*, and the Closely Graded Lessons for beginners', primary, and junior grades. In addition *The Church School* has furnished practical periodical help for teachers in graded Sunday schools. So far as these publications are concerned, the quadrennium under review has been a period of preparation rather than one of change. Aside from the provision of new textbooks for teachers listed elsewhere, a substantial improvement in quality, and some increase in size, the publications have remained the same, both in number and name, throughout the quadrennium.

Those in immediate editorial charge of these publications at the present time (December 31, 1923) are Miss Josephine L. Baldwin, Miss Elisabeth Edland, and Miss Marguerite Skidmore. For the elementary material in *The Church School* Miss Grace Alston has been responsible.

The most encouraging feature to be recorded for the quadrennium has been the steady and rapid increase in the circulation of the graded lessons. The percentage increase in these is greater than in our total enrollment, including officers, teachers, and pupils of all ages from the Cradle Roll to the Home Department. Stated in another way, the increase in the use of Closely Graded Lessons in the elementary grades has been more than twenty-seven per cent during the four years 1920-23. At the same time the circulation of

the uniform-lesson publications for these ages has been practically at a standstill. The figures show an actual slight increase of a trifle over one per cent. At the beginning of the quadrennium the circulation of the graded lessons was less than sixty per cent of the total circulation of all lesson periodicals for the elementary grades. At the close of the period the circulation of the graded lessons was more than sixty-six and two thirds per cent; that is, more than two thirds of the pupils and teachers were using graded lessons, and less than one third using uniform lessons.

The Closely Graded Lessons for the elementary grades were closely revised during the preceding quadrennium—1916-19. For this reason no editorial changes were required in these lessons during the four years covered by this report. There is need, however, for an early further revision of some of the courses and for additional helps in periodical form for teachers using the graded lessons. Careful thought is being given to this need, which should be met as promptly as possible following the coming General Conference.

The International Improved Uniform Lessons during this period were provided by the International Lesson Committee, with special primary and junior adaptations in titles, golden texts, and Scripture passages, thus differentiating the uniform lessons for these grades from the general lesson for the whole school in several respects. In harmony with the policy of the International Lesson Committee adopted at the beginning of the quadrennium and mentioned elsewhere in this report, these primary and junior adaptations of the uniform lessons were discontinued with the close of 1923. At the same time the International Lesson Committee has provided special Primary and Junior Group Lessons, also described elsewhere, and has recommended the substitution of these for the Im-

proved Uniform Lessons in the primary and junior grades of the Sunday school. The practice of the Methodist Episcopal Church beginning with the new quadrennium will be in harmony with this recommendation of the International Sunday School Lesson Committee. During the quadrennium the important part of the work of this department was the careful preparation for this contemplated change which went into effect January 1, 1924. During the four years under review the uniform lessons for the Primary Department were prepared by Mrs. Florence Sears Ware. Those for the Junior Department were prepared during various periods within the quadrennium by Alma Stanley Sheridan, Miss Angelina W. Wray, and Miss Mary Alice Jones.

*The Picture Story Paper* has maintained its established high standard and has been improved in form and appearance during the quadrennium. The colored covers appearing from time to time during the year have proved especially attractive. In contents the paper has never been better. There is reason to believe that the indirect teaching in story form presented in *The Picture Story Paper* has not failed of its purpose. Teachers and parents using *The Picture Story Paper* have borne ample testimony to this fact. During 1922 and 1923 *The Picture Story Paper* was syndicated with the Congregational Church under the terms of a larger syndication contract. During this period Miss Frances W. Danielson, the Congregational editor of elementary publications and author of the *Beginners' Graded Lessons*, was actively associated with Miss Elisabeth Edland of our own staff in the editorial preparation and supervision of this publication. The syndicate arrangement expired with the end of the quadrennium and was not renewed with the current year, 1924.

## Foreign-Language and Missionary Publications

Present staff: Associate Editor, Eric M. North; Assistant Editor, Welthy Honsinger; Contributing Editor, Gilbert Loveland.

The work of the department of Foreign-Language and Missionary Publications has been marked by a considerable expansion during the quadrennium in each of the three phases of its work—the development of Sunday-school literature in foreign languages for use in the United States, the development of missionary education through the Sunday-school publications, and the assistance to individuals and committees who are carrying on religious-educational work in foreign lands.

In the first of these phases—the development of Sunday-school literature in foreign languages—the emphasis has not been so much upon literature for the children, who generally quickly learn English, but upon enabling the parents to understand what the children are learning and upon providing religious-educational material for adults of various foreign-language groups to whom the discovery and expression of intimate religious experience in English—to them of foreign tongue—will always be impossible.

With the first end in view there was issued early in the quadrennium a four-page bilingual, Italian-English story paper designed to carry to Italian parents the story of the lesson studied by the children in Sunday-school and to be used as a tract. After a fair trial of twenty-one months this *Racconti per I Fanciulli* was discontinued because of an insufficiently widespread demand. The second need has been met by the co-operation of editors and publishers of six denominations under the leadership of the Standing Advisory Committee on Foreign Language Publications of the

International Sunday School Council, Dr. John H. Race, Chairman.

Bilingual quarterlies of forty-eight pages, entitled *Bible Lessons for Adults in Home and School*, have been issued in Czech, Italian, Magyar, Polish, Russian, and Spanish. These are undated and arranged in three series: "The Life of Christ" (four numbers), "Early Christian Churches" (two numbers), and "Songs and Prayers in the Old Testament" (two numbers). The English basis for the lessons and the magazine matter is prepared by an editorial subcommittee of which Dr. Eric M. North is the secretary. This department secured the material for the first series and has been responsible for the editing of the Czech edition, issued by The Methodist Book Concern. This development has been approved by the Committee of Six on Foreign Language Publications. Members of the department staff have rendered extensive service in connection with the work of this committee as set forth in a separate report of said committee to this board.

The chief publication of the department is the thirty-two-page monthly magazine *World Neighbors*. This was begun in October, 1921, as a sixteen-page periodical under the name of *Missionary Education*. Its new name and increased size date from October, 1923. *World Neighbors* furnishes to Sunday-school workers the materials both for missionary education in the regular instructional activities of the schools and for programs, services of worship, and projects for class and school activities, as well as information and stimulation of a missionary nature for the general use of the teacher. It is already clear that it is of great value not only to the Sunday school but to other agencies engaged in the training of children and youth.

in the missionary purpose and work of the church. Responsible leaders of missionary education in other denominations look on it with great favor, and its contribution to the use of the project method in religious education has been commented on most favorably. Its circulation in December, 1923, showed an increase of twenty-five per cent over the same month of the preceding year.

The immediate direction of this magazine has been in the hands of Miss Welthy Honsinger, whose resourcefulness and skill have been largely responsible for its success in this new field of endeavor. Dr. North and the Rev. Gilbert Loveland, superintendent of the Department of Missionary Education of this board, have also given much time and attention to the publication.

This department has also been of service to the story papers by furnishing articles of a missionary nature. It is responsible for the immediate preparation of special missionary courses approved by the Committee on Curriculum.

The service of the department to the foreign field is especially noteworthy. Early in the quadrennium, with the co-operation of the Board of Foreign Missions, bound sets of the Closely Graded Lessons, together with a selected reference list of religious-educational books, were placed in a number of mission-college libraries and in the hands of Methodists on the field responsible for curriculum and lesson-making work. Several of these have borne fruit in the form of translations into other languages of some of the graded-lesson units and some of the more helpful of the other books supplied by the department. Advance proofs of certain of our lesson periodicals and of *The Lesson Handbook* are supplied regularly to editors and

lesson writers in various countries of Latin America, Europe, and Eastern and Southern Asia, including the Philippines, where they are used in working out the text of lessons in the vernacular of each field. By correspondence and personal conference counsel is constantly being given to these workers.

The trip of Mrs. J. Woodbridge Barnes made in 1920-21 to a number of the fields rendered very fine service to many who met her in personal counsel or who attended conferences and public gatherings at which she spoke.

Because of the association of the department with the Board of Foreign Missions, which shares with The Methodist Book Concern the expense of the department, Dr. Eric M. North, associate editor in charge, is in intimate contact with other mission boards and with the interdenominational missionary agencies. Through these relationships the department has assisted in forming a special Joint Advisory Committee on Materials and Methods of Religious Education for the foreign field, representing officially the Foreign Missions Conference of North America, the World's Sunday School Association, the International Lesson Committee, the Educational Committee of the International Sunday School Council of Religious Education, and the Committee on Co-operation in Latin America.

This Joint Committee is in active correspondence with several foreign fields and gives promise of rendering an unusually valuable service. Dr. North is secretary of the committee.

Recently he has also been made chairman of a Commission on Religious Education in South America, which is to report to a missionary congress at Montevideo in April, 1925.

Both Dr. North and Miss Honsinger are chairmen of subcommittees of the Educational Committee of the World's Sunday School Association.

### *Record for 1923*

In the record of the department for the past year, 1923, belong the following special items already mentioned in the preceding report for the quadrennium:

1. Change of name of *Missionary Education* to *World Neighbors* and enlargement of the magazine from sixteen to thirty-two pages.
2. Increased evidence of exceptional service rendered not only to missionary education in the Sunday school but also to all church agencies interested in the missionary education of children and youth.
3. Completion of preparation and issuance of bilingual quarterlies in six foreign languages.
4. Increasing service to the foreign field in co-operation with interdenominational agencies, especially in the formation of the Joint Advisory Committee on Methods and Materials of Religious Education on the Foreign Field and of the Committee on Religious Education in South America to report at the Montevideo conference.

### **Interstaff Co-operation**

Our record for the year and for the quadrennium would be incomplete without reference to the relation of the Sunday-school editorial department to the Board of Sunday Schools, to the Council of Church Boards, and its educational departments, the Mission Boards, Home and Foreign, and to the Manufacturing and Promotion Departments of The Methodist Book Concern. With each of these there has been maintained a relationship of reference and counsel which has resulted in effective co-operation to the very great advantage of our literature program.

We are especially indebted to Dr. William S. Bovard, Corresponding Secretary of the Board of Sunday Schools, and to the various departmental superintendents of the board and their associates in the working out of plans affecting the literature for various age groups, including teacher training. Without this cordial and constantly suggestive and helpful co-operation the record for the quadrennium would have been less encouraging, and the work more difficult.

In a similar way the editorial staff is indebted to the Book Committee, the Publishing Agents, and heads of the departments of The Methodist Book Concern for their sympathetic co-operation in the steady improvement and expansion of our literature program. To the Book Committee belongs the credit for providing an adequate budget for our editorial work. This budget has made it possible to undertake a large program with reasonably adequate help, and has made it possible for members of the editorial staff to keep in touch with the best sources of information and inspiration while carrying on an exacting and highly specialized program.

From the Educational Department of the Council of Church Boards and from the office of the Boards of Home and Foreign Missions have come valuable suggestions which have enabled the editors to place the teaching literature of the church back of its total benevolent and evangelistic program. A notable illustration of this is the effective way in which it was possible to co-operate with the Council of Church Boards in the promotion and study of the World Service volume during the closing months of 1923. Our missionary and rural-life publications reflect the co-operation of the two missionary boards of the church through their educational, social-service, and evangelistic departments.

### Radio-Extension Service in Religious Education

In the spring of 1923 The Methodist Book Concern was asked by the Crosley Radio Corporation of Cincinnati to undertake the broadcasting of church-school lessons from its station, WLW. After conference between Dr. John H. Race, the local Book Committee at Cincinnati and the Sunday-school editorial staff, it was agreed to give this new method of religious teaching a fair trial. The experiment, begun the first Sunday in June, 1923, elicited so widespread and favorable comment that it has been continued, and the editorial staff broadcasts a complete church-school program for young people and adults every Sunday morning. A major factor contributing to the success of our venture has been the generous and cordial co-operation of the studio director, Fred Smith, representing the Crosley Radio Corporation.

The extra work involved for members of the staff has seemed to be justified in view of the service rendered, especially to a large number of people who are otherwise deprived of church and church-school privileges. There are many invalids and people who from various causes are unable to leave their homes on Sunday morning who "listen in" with great interest. Some who because of deafness are unable to hear an ordinary address but who hear very well over the radio have expressed their gratitude. Others who have not heretofore been interested in the church school and its work are becoming interested through these radio services. In the beginning we feared that the innovation might influence some of our Sunday-school constituency to make the radio an excuse for absence from their local schools. But this does not seem to be the case.

Our Sunday-school program includes a complete service of worship planned according to the published *Service and Lesson Leaf*, including prayers, Scripture readings, songs, and special features bearing closely on the stated central theme of the worship program. This is followed by the teaching of the International Improved Uniform Lessons for Young People and Adults in an address of from fifteen to twenty minutes. For the worship program we have secured some outside assistance, but in general both the lesson teaching and the worship service are in the hands of members of the editorial staff. In this way unity and continuity are provided, and our growing experience with this new medium of publication is conserved. We have received the co-operation and assistance of many excellent singers, pianists, and violinists who have contributed to make the programs interesting and worshipful.

How large an audience we have for these programs we do not know. Judging from the communications received it was the opinion of Fred Smith, the studio director, early in our experiment, that perhaps 10,000 people were listening to us every Sunday morning. But from the beginning it has been evident that our audience is rapidly increasing. We feel, however, that there is a significance in this work beyond the mere numbers whom we have reached.

The motion picture has great educational possibilities, but the forces for education and religion have only recently taken much interest in it. Consequently, it has been largely commercialized and often prostituted to the basest of purposes and the lowest of ideals. There are similar possibilities in radio. It may be captured by jazz and sensationalism, or it may be utilized by education, good music, wholesome culture,

and religion. It is our hope that we may contribute to the development of a general educational use of radio.

Our pioneer work is already attracting followers. The Radio Corporation of America, broadcasting from Aeolian Hall (WJZ), New York City, now conducts a Sunday-afternoon radio Bible class under the direction thus far of the New York Area office of the Board of Sunday Schools, Rev. Staley F. Davis, Superintendent. Several other stations have instituted or are planning Sunday-school programs of various types.

Desiring to reach a somewhat larger audience and, in particular, to speak to the workers already in our schools, we conducted through the latter part of 1923, beginning with October 15, a series of Monday-evening programs of a different nature from those on Sunday. They included appropriate music by the Cincinnati String Quartette, an organization composed of members of the Cincinnati Symphony Orchestra; short talks on various phases of religious education, and special inspirational features such as the reading of poems and the discussion of popular religious subjects. The chief series of religious-educational talks was one on the principles of development in religion, having such titles as the following: "As the Twig Is Bent"; "The Springtime of Life"; "Blossom Time"; "The Soil and Climate of Life"; "Weeding and Watering." In this series of addresses we secured, in addition to members of our own staff, the services of members of the faculty of the University of Cincinnati and several pastors of local churches. Disappointment was expressed by many when it seemed necessary to discontinue these programs at the end of 1923. We should be glad if our resources permitted undertaking another series of evening programs of similar type.

**Staff Items—1923**

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*In Memoriam: Charles W. Barnes*

The year 1923 brought to the Sunday-school editorial staff an unusual sorrow in the death of Dr. Charles W. Barnes, who for several years had been in immediate editorial charge of *The Home Quarterly* and *Visitor*. His death occurred on September 15, following an illness of several weeks.

Dr. Barnes became a member of the Sunday-school editorial staff in 1917, bringing to his work the experience of a long, successful career in the pastorate. This experience, together with scholarly habits of study and native ability as a writer, fitted him especially for the work entrusted to him in connection with our Home Department publications. In addition to his work on these publications Dr. Barnes contributed to the editorial and lesson pages of other periodicals in our long list of Sunday-school helps. His expositions of Scripture, while reflecting scholarly accuracy, were nevertheless direct and simple and immediately applicable to daily life and conduct. The fine spiritual quality of his writings was accompanied by an equally fine literary charm and excellence. His editorial correspondence reveals the high measure of esteem in which he was held by fellow editors of other denominations and by the wide circle of contributors and subscribers to *The Home Quarterly*.

To the members of our own staff Dr. Barnes was more than a brother editor. In all things that pertain to human kindness and Christian courtesy or that contribute to an esprit de corps, to effective teamwork, and to wholesome rivalry in service he was our example. Cloudy days seemed brighter, heavy tasks

seemed lighter in his company. His faith, his life, and his daily conversation brought to mind—because they seemed to illustrate—the Master's words, "Let your light shine before men; that they may see your good works, and glorify your Father who is in heaven."

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Two members of the staff, Dr. Edward S. Lewis, Associate Editor at Cincinnati, and Mrs. J. Woodbridge Barnes, Elementary Editor at New York, have been seriously ill during the year. Dr. Lewis is at present slowly convalescing at his home following two successive and exhausting hospital experiences, one at the beginning and one toward the close of the year. The increasing measure of his returning strength encourages us to believe that he will be able once more to resume part of his editorial and lesson writing, through which, during more than fifteen years, the Sunday-school literature of the church has been enriched and strengthened.

Mrs. J. Woodbridge Barnes is suffering from a serious nervous breakdown and has been away from the office during the greater part of the year. While her primary responsibility is to the Graded Lesson Syndicate, only one fourth of her time being given to strictly Methodist editorial responsibilities, her prolonged illness has nevertheless been a serious handicap to the development of our literature for the elementary grades. This temporary loss, however, is more than offset by the outstanding contribution made by Mrs. Barnes during a long period of years in connection with the original creation and promotion of the International Closely Graded Lessons, publication of which began in 1909, and first revision of which took place during the quadrennium 1916-19 inclusive.

During the year the staff of the Department of Young People's Publications has been strengthened by the appointment of Miss Gladys E. Meyerand to the position of editorial secretary for the department and editorial assistant on *The Classmate*. Miss Meyerand is a graduate of the University of Minnesota, having majored in English literature and journalism, with some attention to religious education. Since graduation she has had experience in high-school teaching at Morris, Minn., and in library work at the public library in Minneapolis. She comes from a Methodist home and is conscientious and devoted to the ideals for which the Sunday-school literature stands.

Additional references to staff members are given in connection with the department reports, and a fuller statement covering the changes that have taken place in the quadrennium appears in the Report of the Editor to the Book Committee.

### **Report to the Book Committee**

In accordance with established custom the Report of the Editor to the Book Committee will contain a record of the business administration of the Sunday-school editorial office, covering budget accounting, staff organization, changes in circulation, and other matters relating more particularly to the business side of the editorial task. A copy of this report will be sent to each member of the Board of Sunday Schools at his home address for personal information and record.

Respectfully submitted,

HENRY H. MEYER,  
*Editor, Sunday School Publications.*

**REPORT OF THE TREASURER OF THE BOARD OF  
SUNDAY SCHOOLS FOR THE YEAR ENDING  
DECEMBER 31, 1923**

**General Fund**

**RECEIPTS**

	1922	1923
Bank Balance .....	\$ 32,961.72	\$ 48,667.60
Collections and Offerings:		
Committee on Conservation and Advance	283,572.77	289,278.06
From Churches and Sunday Schools.....	16,432.19	10,721.94
Designated Gifts .....	377.75	274.84
Organized Class Work—Certificates.....	565.13	441.00
Methodist Brotherhood—Charters, Dues..	19.00	16.20
Teacher Training—Registrations, Diplo-		
mas .....	888.50	287.93
Missionary Education—(C. C. & A.).....	33,298.10	33,715.10
Miscellaneous .....	15,411.55	11,388.65
Total.....	<hr/> \$383,526.67	<hr/> \$394,791.32

**EXPENDITURES**

*Department:*

Administration .....	\$ 42,384.67	\$ 49,201.19
Adult .....	14,951.55	15,115.50
Bureau of Architecture.....	7,500.00	7,500.00
Elementary .....	7,131.03	6,695.28
Extension .....	65,684.74	79,783.57
Foreign .....	58,621.57	69,432.21
Home Grants .....	4,862.99	3,918.80
Institute .....	23,688.06	29,903.08
Missionary Education .....	33,569.22	32,570.16
Teacher Training .....	15,562.97	14,034.32
Young People .....	14,396.74	18,135.03
Miscellaneous .....	16,950.77	9,066.79
Committee on Conservation and Ad-		
vance .....	13,070.88	16,820.15
Total.....	<hr/> \$318,375.19	<hr/> \$352,176.08

**BILLS PAYABLE**

Note at State Bank of Chicago, due January 16, 1924—	\$ 50,000.00
Unpaid Bills .....	4,661.01

**Special Funds****RECEIPTS**

E. L. Mills .....	\$ 155.00
Japanese Relief .....	38,400.16
Committee on Conservation and Advance .....	1,000.00
Total.....	\$ 39,555.16

**EXPENDITURES**

E. L. Mills .....	\$ 155.00
Japanese Relief (Supplies, Postage, Board of Foreign Missions).....	33,073.19
Total .....	\$ 33,228.19
Amount on hand December 31, 1923.....	\$ 6,326.97

**Permanent Fund****CASH RECEIPTS**

Balance on hand January 1, 1923.....	\$ 707.12
Royalties .....	1,205.99
W. Delos Hallowell.....	240.33
Elizabeth McLeod .....	365.00
Wabash County Drainage Bond.....	200.00
United States Victory Bonds.....	10,250.00
War Savings Stamps.....	100.00
Interest on Investments.....	3,081.27
Interest on Bank Balance.....	105.34
Total.....	\$ 16,255.05

**CASH EXPENDITURES**

Interest on Investments.....	\$ 61.55
Transferred to General Fund (3-1-23).....	1.82
Investments .....	11,055.00
To General Fund (12-31-23).....	3,125.06
Balance December 31, 1923.....	1,646.62
To Transfer to General Fund.....	365.00
Total.....	\$ 16,255.05

**Permanent Fund for Investment**

Contributed by

	Balance 12-31-22	1923	Balance 12-31-23
Anna Householder .....	\$ 745.00	.....	\$ 745.00
Mrs. Eber Richards.....	200.00	.....	200.00

Anna Elizabeth Kelly Bequest.....\$	333.33		\$	333.33
George W. Hamlin Bequest.....	200.00			200.00
James W. Alderman Bequest.....	645.48			645.48
Watson Thatcher Bequest.....	72.15			72.15
Henry W. Whitlock Fund.....	500.00			500.00
Kingsbury Fund .....	29.40			29.40
Mary E. Dever Fund.....	42,150.00			42,150.00
Lucy E. Granger Fund.....	2,296.98			2,296.98
Mrs. James V. Thompson Fund..	200.00			200.00
Rev. E. F. Lane Bequest.....	6.25			6.25
S. W. Cunningham Bequest.....	317.45			317.45
Charles M. Hubbard Bequest.....	424.70			424.70
Catherine F. Blaine Bequest.....	1,000.00			1,000.00
David H. Carroll Fund.....	666.23			666.23
Worker and His Work Fund.....	10,000.00			10,000.00
Royalty Fund .....	7,611.33	\$1,205.99		8,817.32
Fox Sunday School Fund.....	10.00			10.00
Miscellaneous .....	140.00			140.00
W. Delos Hallowell.....		240.33		240.33
Total.....	\$67,578.30	\$1,446.32		\$69,024.62
Elizabeth McLeod Trust Fund from Bd. of Trustees Nebraska Conference .....	\$ 450.24	\$ 365.00		\$ 815.24

<i>Par Value</i>	<i>INVESTMENTS</i>	<i>Interest</i>	<i>Cost</i>
2,500 Real Estate Mortgage Bond.....	7%	\$ 2,500.00	
3,000 Utah Power & Light Co. Bonds.....	5%	2,847.50	
2,000 Interboro R. T. Co. Bonds.....	5%	2,010.83	
5,000 Nebraska Power & Light Co. Bonds....	5%	4,500.00	
5,000 Ind. & Mich. Elec. Co. Bonds.....	5%	4,500.00	
3,000 United Kingdom of Great Britain and Ireland Bonds .....	5½%	2,887.50	
200 Shares Cities Service Preferred.....	6%	200.00	
50 Liberty Bonds First.....	3½%	50.00	
39,250 Liberty Bonds .....	4¾%	36,069.08	
11,000 Liberty Bonds .....	4¾%	11,055.00	
War Saving Stamps.....		758.09	
Cash on hand to be invested.....		1,646.62	
Total.....		\$69,024.62	

WILLIAM C. HANSON, *Treasurer.*

## REPORT OF THE AUDITORS

Chicago, January 30, 1924.

REV. WM. C. HANSON, D.D., *Treasurer*, The Board of Sunday Schools of the Methodist Episcopal Church, 58 E. Washington St., Chicago.

Dear Sir:

In accordance with your instructions we have audited the accounts of The Board of Sunday Schools of the Methodist Episcopal Church for the year ended December 31, 1923, and submit herewith the following statements:

Summary of Cash Receipts and Disbursements:

General Fund, year ended December 31, 1923.  
Permanent Fund, year ended December 31, 1923.  
Permanent Fund, listed, December 31, 1923.  
Securities Owned, December 31, 1923.  
Traveling Advances, December 31, 1923.

We have prepared and annex hereto a list of securities owned at December 31, 1923 amounting to \$71,915.00 par value. These securities were examined by us and found in order.

The notes payable to the State Bank of Chicago at December 31, 1923 amounted to \$50,000.00 and were confirmed by direct correspondence with the bank.

Funds for traveling expenses advanced to superintendents and assistant superintendents and returned by them were not included in the statement of receipts and disbursements. Personal cheques, aggregating \$1,830.00, representing traveling funds refunded, were on hand at December 31, 1923, while advances aggregating \$428.08 were in the hands of secretaries and assistant secretaries.

In the annexed statement of the Permanent Fund we have made an adjustment in connection with the sale of war savings stamps to reflect the interest received of \$16.00. This income along with the income from the McLeod Trust Fund should be transferred from the Permanent Fund to the General Fund.

Very truly yours,  
LYBRAND, ROSS BROS. & MONTGOMERY.

**REPORT OF THE COMMITTEE ON FINANCE**

Your committee having before us parts of the report of the Corresponding Secretary, the report of the Treasurer and the report of the auditors, submits the following report:

The report of the auditors, Lybrand, Ross Bros. & Montgomery, has been before us, is approved and filed herewith for record.

A sub-committee consisting of Dr. W. S. Bovard and Dr. C. M. Stuart, has examined the securities in the safe deposit box of the Harris Trust and Savings Bank and reports that they correspond to the report of the treasurer.

We recommend the re-election of the Investment Committee, W. E. Carpenter, R. P. Hollett, George W. Dixon and W. C. Hanson.

We recommend that the \$1,630 cash on hand in the permanent fund be reinvested in U. S. Treasury notes at  $4\frac{1}{4}$ .

We note that the United States Liberty Bonds in our possession, par value \$39,250, have gained approximately \$3,000 over the purchase price and other securities have also increased in value.

After a careful consideration of the financial uncertainties involved in a change of an income guaranteed up to June 1, in the Centenary program, to an income prorated with the other boards after June, in the world service program, we recommend that there be no increase in our budget for the coming year:

General Administration .....	\$45,000
Transportation Bureau .....	1,600
Committee on Conservation and Advance .....	15,000
Bureau of Architecture .....	7,500
Co-operative enterprises .....	2,000
Miscellaneous .....	10,000

Missionary Education .....	\$36,000
Extension and Home Grants.....	81,000
Foreign .....	69,000
Institutes and Summer Schools.....	26,000
Teacher Training and Elementary.....	21,000
Young People .....	\$15,000
Week-Day Religious Education.....	4,000
	19,000
Adult .....	15,000
Family Religion .....	1,000
	16,000
Total .....	\$350,000

In view of the changed methods of receipts referred to above we recommend that the Executive Committee be authorized to make needed adjustments in the budget if it seems necessary.

We recommend the following salaries for the superintendents of the various departments for the ensuing year:

Extension .....	\$4,500
Institute .....	4,500
Young People .....	4,500
Foreign .....	4,500
Teacher Training and Elementary.....	4,500
Adult .....	4,500

We extend to W. C. Hanson our thanks for his services as Treasurer.

Respectfully submitted,

Wm. E. CARPENTER, *Chairman*,  
I. B. SCHRECKENGAST, *Secretary*.

## REPORT OF COMMITTEE ON CURRICULUM

The Committee on Curriculum has held two meetings during the past year. A meeting was held at Evanston, June 27-28, 1923. The Committee met again at Edgewater Beach Hotel, Chicago, February 4-5, 1924.

The following report is respectfully submitted:

### THE INTERNATIONAL GROUP-UNIFORM LESSONS

#### Primary and Junior Group Lessons

Record of action of the International Lesson Committee on Group Lessons, and of Board of Sunday Schools approval to date, is contained in the report of the Editor. (See page 70.) The outlines of the Primary Group Lessons for 1926 and the Junior Group Lessons for 1926 have had the careful consideration in detail of your Committee.

*Your committee approves the preparation of lessons on the basis of these outlines, Group-Uniform Series for 1926, subject to editorial revision, and recommends that when completed, the lessons be recognized as a part of the curriculum of our Sunday schools.*

#### Improved Uniform Lesson Outlines

The outlines of the Improved Uniform Lessons for 1925 and 1926 for Young People and Adults, with adaptations for Intermediates and Seniors, as released by the International Lesson Committee, have had the consideration of your committee. The courses are as follows: For 1925, First Quarter—The Life of Jesus (third quarter of a nine-month course); Second, Third and Fourth Quarters—The Spread of Christianity: Studies in the Acts and Epistles (a nine-month course). For 1926, First Quarter—The Message of the Gospel According to John;

Second Quarter—Messages from Genesis; Third and Fourth Quarters—Early Leaders of Israel: From Moses to Samuel (Parts I and II of a nine-month course).

*Your committee approves the preparation of lessons on the basis of these outlines, subject to editorial revision, and recommends that when completed they be recognized as a part of the curriculum of our Sunday schools.*

### Courses for Young People

1. *Church Membership Course for Young People.* Many young people are received every year into the membership of the church whose previous training has given them no intelligent conception of the significance and responsibilities of church membership. A course of thirteen lessons for use with new members or prospective members of the church is required to meet this need.

*Statement of Aim:* To aid young people (1) in gaining an understanding of the spiritual significance and meaning of church membership; (2) to stimulate loyalty to the church; (3) to inform them concerning the polity, essential teachings, and program of the Methodist Episcopal Church, and (4) to relate them definitely to the church's program of service.

*Your committee approves the preparation of a course on the basis of this statement of aim, subject to editorial revision, and recommends that when completed the course be recognized as a part of the curriculum of our Sunday schools.*

### The Advanced Training Course

The International Sunday School Council through its Committee on Education has authorized an Advanced Training Course to provide graduate study for those who have completed the Standard Training Course and who desire further training and also to provide training courses for those whose academic preparation

and experience make it possible for them to undertake a more advanced type of training than is represented in the textbooks of the Standard Training Course. Instruction in the Advanced Course will be offered during the current year in the Adult Training Schools of the International Council and by various other denominational and interdenominational agencies. It is necessary that textbooks shall be prepared for the use of Methodist Sunday-school teachers and officers desiring to pursue the Advanced Course. Attention is called to the fact that the action of the Committee on Curriculum in 1915-16, providing for the Standard Training Course, contemplated also an Advanced Course.

*Your committee approves the action of the International Sunday School Council in providing an Advanced Training Course and recommends authorization by the board of the preparation of textbooks in accord with the requirements of the course.*

The following course units have been approved by your committee:

1. *The Use of the Bible in Religious Education.* A course of thirty lessons.

*Statement of Aim:* To aid teachers and prospective teachers in gaining a clear understanding of (1) why the Bible should be used in religious education; (2) the different types of educational forces in the Bible (such, for example, as its ideas, its historical events, its personalities, etc.); (3) the materials of largest value for each of the several age groups; (4) the Christian character values for the several age groups of the different parts of the Bible (such, for example, as the Devotional Literature, the Prophetic Literature, the Gospels, etc.).

*Your committee approves the preparation of a course on the basis of this statement of aim, subject to editorial*

*revision, and recommends that when completed the course be recognized as a part of the curriculum of our Sunday schools.*

**2. The Educational Task of the Church.** A course of thirty lessons. The building of Christian ideals and habits of conduct in every relation of life and in every period of life of the developing individual is an educational process. This is one of the great objectives of the church. The educational concept of the work of the church, therefore, should be made dominant in the thinking of teachers and leaders.

*Statement of Aim:* To develop in the minds of teachers and prospective teachers the educational concept of the work of the church and to show the application of educational principles in the correlation of instruction, worship, recreation, sociability and service in the local church.

*Your committee approves the preparation of a course on the basis of this statement of aim, subject to editorial revision, and recommends that when completed the course be recognized as part of the curriculum of our Sunday schools.*

**3. Principles of Religious Education.** A course of thirty lessons. (The Curriculum Committee in 1915 recommended the preparation of a course on principles of religious education, which up to the present time has not been written. This course as now proposed, it is understood, will take the place of that which was formerly planned.)

*Statement of Aim:* To present comprehensive principles involved in our present-day program of religious education, including a discussion tracing the great changes which have taken place in modern times in the concepts of child life and nurture and the development of the concept of education as a growing, changing, dynamic process; to make clear the reasons for the separation of

religious education from the public school; and to indicate causes and effects of prevailing educational trends.

*Your committee approves the preparation of a course on the basis of this statement of aim, subject to editorial revision, and recommends that when completed the course be recognized as a part of the curriculum of our Sunday schools.*

### Correlated Program of Religious Education

At the meeting of the committee on June 27-28, the need for a correlated program of religious education and the scope and content of such a program were discussed. The following statement of principles was adopted:

1. *The local church should have a comprehensive program of religious education which should provide for the needs of its entire constituency.*

This principle recognizes the local church as the primary administrative unit in religious education in contrast with the principle which declares that religious education is an affair of the community or of a "non-denominational, democratic association" in which all religious elements of the community are represented but which "does not recognize ecclesiastical authority" (*Religious Education and American Democracy*, p. 152).

The program of religious education should be the program of the Church School—by which is meant the church itself organized for educational activity; not a separate organization affiliated with the church, but the church functioning in religious education.

2. *By a "comprehensive program of religious education" is meant a program which includes provision for meeting all the religious educational needs of those to whom it ministers.*

The Sunday school has not provided in any adequate way for the religious education of its members. It has

been too largely dominated by an informational aim. It has been too largely inclined to interpret teaching religion in terms of giving instruction in the Bible and in doctrine. Even in the newer curricula "it is the exception rather than the rule to state aims in terms of definite results to be accomplished in the pupils." The statements commonly indicate what the teacher is to do rather than what the pupil is to do or to be as a result of the teaching.

A comprehensive program will include lessons of the informational type but it will also make provision for training in worship and for practice in Christian living.

3. *The Church School will plan its program in such a way that all of the separate parts are correlated so as to make a complete, unified whole.*

By correlation is meant "the harmonious working together of all parts of the educational process so that it shall accomplish" a unified result in the experience of the pupil. Unity in the experience of the pupil constitutes the necessity and the basis for correlation.

The pupil is one, no matter how many different church sessions (or meetings) he may attend. If the total effect is to be wholesome, really educative in a large way, the different parts of the program must have a common aim and be free from contradiction.

A lack of correlation has been one of the most serious defects in the educational program of the church. Practically every church exhibits this defect in a more or less serious form at the present time.

In some churches, where Sunday schools already exist, a new institution, the week-day school, has been organized without relation to the Sunday school. The two schools have identical aims, deal very largely with the same persons, use much the same materials of instruction, employ identical or nearly identical methods, and carry on their work in the same church plant. Is the Week-day Church

School to be permitted to become another unrelated, uncorrelated agency, thus adding one more element of confusion to a situation already bad?

Some attempt is made to justify separate organization on the ground that the Sunday school as at present organized should give exclusive attention to instruction and that a separate and distinct organization is required to provide for expression as a part of the educational process.

The argument is also advanced that the Sunday school as at present organized cannot be made effective as an agency of instruction and that a separate organization, the week-day school, is required for instruction and that the Sunday school should confine itself to worship.

*4. The Church School will have sessions at such times and of such length as local conditions make possible.*

Whenever possible it should have both Sunday and week-day sessions.

Sunday time is insufficient. No one day of the week affords an adequate amount of time for religious education. The success of a program of religious education depends upon the systematic utilization of both Sunday and week-day time.

*5. In both its Sunday and week-day sessions the Church School will seek as far as possible to minister to its entire constituency.*

In some situations it may be possible to enroll pupils in the week-day sessions who cannot be influenced to attend the Sunday sessions, and vice versa, but in principle the effort will be to minister in both to the entire constituency.

The more comprehensive and efficient the educational program of the individual church the larger the proportion of the total constituency it will be possible to reach.

6. *With a single organization the administration and supervision of the Sunday sessions and the week-day sessions will be common.*

It may not always be possible or advisable to have the same corps of teachers and other workers in all sessions. That there may be a common aim and a unified program a single administrative board and common supervision are necessary.

### Materials for Experimental Use

The conviction is expressed that need exists for extensive experimentation in the use of various types of curriculum materials with various typical groups. In the meeting of June 27, 28, recommendations of the Inter-Methodist Interstaff Conference concerning provision of materials for experimental use in Church Schools with Sunday and week-day sessions were considered, amended, and approved, as follows:

1. That Teachers' Manuals and, so far as it may be necessary, pupils' materials be provided in multigraphed form for use in a number of typical centers.
2. That these Teachers' Manuals be prepared on the basis of separate manuals for each of grades 1-8 inclusive . . . preference in point of time to be given to manuals for grades 1-6.
3. That these Teachers' Manuals shall correlate available lesson materials for Sunday and week-day sessions, the determining factor in the choice of material to be correlated being the needs of the pupil.
4. That the International Graded Lessons, the Abingdon Weekday Series, the Gary Leaflets, and a wide range of other materials be recognized as available sources, and that other suitable materials wherever found be drawn upon.
5. That the content shall consist largely of directions for correlating existing materials rather than the reproduction of materials from sources.

At the meeting on February 4-5 additional statements, in elaboration of the foregoing, adopted by the Inter-Methodist Interstaff Supervisory Committee at work on this project were presented, discussed and approved as follows:

- I. *Temporary material for use in Church schools with Sunday and week-day sessions.*
  1. To be used in a few or many schools (any schools applying for guidance).
  2. To supplement the International Graded Lessons, assumed to be now in use in most situations.
  3. Sources for this temporary week-day material: International Graded Lessons and other existing materials.
  4. Form: multigraphed.
  5. Basis of Correlation: International Graded Lessons.
  6. Purpose: To supply immediate needs in existing schools or schools about to be established.
- II. *Material prepared for use in a limited number of supervised experiment centers (possibly eight to twenty-four centers).*
  1. Sources: all available.
  2. Form: multigraphed.
  3. Basis: Needs of the pupil.
  4. Purpose: For experimentation looking towards a new, unified, improved, permanent curriculum of religious education.

#### **Books for Alternative and Additional Use**

Regarding books to be recommended by departmental superintendents and other representatives of the Board of Sunday Schools for alternative or additional use in training classes and as elective courses in Methodist Sunday schools:

*Your committee recommends that all such books shall be presented to the Committee on Curriculum for exam-*

*ination and shall receive its approval before they are recommended for such use.*

Regarding books used in training schools under the auspices of the International Sunday School Council of Religious Education:

*Your committee recommends that the training texts designated by the International Sunday School Council of Religious Education for use in interdenominational schools and as a basis for interdenominational interchange of credits be approved for the use of Methodist students in such interdenominational schools and for such interchange of credits.*

#### **Joint Advisory Committee on Methods and Materials for Religious Education on the Foreign Field**

Your committee, one year ago, took cognizance of action looking toward a joint advisory committee on methods and materials for religious education on the foreign field. Since that time, by action of the Foreign Missions Conference of North America, the World's Sunday School Association, the International Lesson Committee and the Committee on Education of the International Sunday School Council, and the Committee on Co-operation in Latin America, this Joint Advisory Committee has been established. Its membership is as follows: appointed by the Foreign Missions Conference of North America, W. B. Anderson, W. E. Strong, and F. P. Turner; by the World's Sunday School Association, Eric M. North; by the International Lesson Committee, Henry H. Meyer and Luther A. Weigle; by the Committee on Education of the International Council, W. C. Barclay and W. E. Raffety; and by the Committee on Co-operation in Latin America, S. G. Inman. The committee organized by electing L. A. Weigle, chairman, and Eric M. North,

secretary. In pursuance of its purpose to make available to Sunday-school Associations, curriculum committees, lesson writers and other workers in religious education in foreign lands the experience gained in the development of religious education in the United States and Canada, the Committee has placed itself in communication with all persons in mission fields known to be professionally interested in the making of lesson courses, offering its services. Already, correspondence received including several very definite requests for counsel and help in the solution of specific problems, indicates a wide field of service for the committee.

Respectfully submitted for the Committee,  
HENRY H. MEYER,  
*Chairman.*

CHARLES M. STUART,  
WADE CRAWFORD BARCLAY,  
*Secretaries.*

**REPORT OF THE COMMITTEE ON ADULT WORK**

Your committee notes with great satisfaction the progress being made by the Adult Department in the special responsibilities committed to its care.

The strengthening of the organized class enrollment, the encouraging progress towards organization of this department in local schools, the increased variety of elective courses appealing to adult life, the correlation of adult agencies for religious education, the definite provision for training adult leaders in summer schools and standard training schools, and the wholesome and stirring emphasis given to the call for religious life and training in the home are all to be most highly commended.

We approve most heartily the plans outlined by the staff for the further promotion of religion in the home, calling for co-operation of every available agency in the church for this one work. We urge that presentation of this all important theme shall be given at all area, district and group meetings and that special effort be made to secure presentation of a message on family religion at Annual Conference anniversaries, preferably on Sunday nights; and we recommend the suggestion for observance of a "Family Religion Week" preceding or following Mother's Day.

We recommend the use of the best possible publicity methods to arouse the local church as to the importance of home religion and we believe our *Advocates*, and articles specially prepared for use in church bulletins, could be made to render such service. We suggest the general use by the *Advocates* of a Family Religion page, with definite helps for daily devotional services in the home.

We recommend the department for its leadership in the projection of a great men's convention and a woman's convention with addresses by outstanding leaders of the nation, to be held at the General Conference.

FREDERICK D. LEETE, *Chairman*,  
T. E. CRAMER, *Secretary*.

**REPORT OF THE COMMITTEE ON ELEMENTARY WORK**

The committee records with appreciation and sincere gratitude the splendid work done in the Elementary Department by Mr. Roger Albright and his excellent staff. The report submitted to this board indicates a year of most satisfactory results and progress in all lines of elementary work.

We call especial attention to the personal manner in which this department has touched the field. By a volume of personal letters it has rendered valuable assistance in response to varied appeals from persons having charge of this work in the local churches.

We also heartily commend the services rendered by this department in connection with Standard Training Schools, Institutes, and Schools of Religious Education, and trust that it may continue to function in this particular field to the profit of the workers interested in the elementary grades.

We desire to express our appreciation for the continued contributions which Miss Mina A. Clark and Miss Mildred O. Moody have made to the elementary work. We are deeply sorry that Miss Clark's relationship to the board no longer makes it possible for her to work in the Elementary Department, but we are sure of her usefulness in her new field and our best wishes go with her.

The committee welcomes the new series of lessons known as the International Group Lessons for use in undepartmentalized schools and commends the wisdom of our Editor and Publishing Agents in discontinuing the issuance of Uniform Lessons for the primary and junior grades. This is in harmony with the action of the International Lesson Committee, as set forth in its statement of policy, and in its discontinuance of primary and junior adaptations of the Improved Uniform Lessons.

We recommend that an accurate statement be prepared of the elementary curriculum situation and that it be distributed widely among the pastors and Sunday school superintendents of the Methodist Episcopal churches in order that our people may not be misled by the representations of commercial enterprises which encourage the continuance of the Uniform Lessons for all grades of the Sunday school.

I. B. SCHRECKENGAST, *Chairman,*  
L. F. CORLEY, *Secretary.*

#### RESOLUTION REGARDING INTERNATIONAL GROUP LESSONS

The Board of Sunday Schools notes with satisfaction the action taken by the International Sunday School Lesson Committee in discontinuing the primary and junior adaptations of the Improved Uniform Lessons, and in preparing and releasing separate Group Lessons for each of these age-groups. These lessons as now published in the *Primary Quarterly*, the *Boys and Girls Quarterly*, the *Shorter Junior Quarterly* and the *Elementary Teacher* constitute approved courses for primary and junior children in Methodist Sunday schools. They are intended for all schools not prepared or equipped to use the Closely Graded Lessons, which remain the recognized standard for Methodist Sunday schools.

We desire to caution Methodist Sunday schools against the misleading advertising and promotion literature of certain individual and commercial publishers of Sunday-school periodicals who are attempting to perpetuate the use of absolutely uniform lessons in all grades of the Sunday school in direct opposition to our Methodist standards and to the stated policy of the International Sunday School Lesson Committee.

HENRY H. MEYER,  
I. B. SCHRECKENGAST,  
*Committee.*

**REPORT OF THE COMMITTEE ON EXTENSION**

After careful consideration of the administration of the Department of Extension, your committee records its appreciation of the increasingly efficient work of the capable, judicious and aggressive Superintendent of the Department, Dr. M. J. Trenery, who for twelve years has been tirelessly devoting himself to the task of projecting the total program of the Board of Sunday Schools into the various local fields; also we express our high regard for the ability and effectiveness of the Assistant Superintendent, Rev. R. B. Davids, and the carefully chosen twenty-four field men and women who are now enthusiastically promoting the aims and plans of this department.

Several phases of the activities of this department call for special consideration:

**1. *Annual Conference Boards:***

The work of the Board of Sunday Schools is so great and spreads over so large a field that it is impossible for it to make close contact with all the church schools of the denomination. By a process of experimentation it has been found that the Annual Conference Board of Sunday Schools is the logical, essential, and most helpful organization in carrying the message and methods of the program of religious education to the local church. We, therefore, recommend that this activity of the department be continued until every annual conference has such a board, thoroughly organized and functioning vigorously. We heartily approve of the expenditure of effort and money in the establishment of these boards.

**2. *Missionary Work:***

As long as there are unchurched communities in the country and boys and girls without a chance to learn the religion of our Lord, and to be trained in the Chris-

tian life, there is an open door for the missionary activity of the Extension Department of our board. A survey of the field reveals the fact that there are hundreds of such communities and thousands of such boys and girls, so that there is still a great demand for this type of work.

We are glad to report that this department is making use of methods by which this missionary work is being done in a very efficient way in harmony with present day needs. By the grouping of missionary points and organizing such groups into single projects and developing them into parishes which can eventually be served by pastors, the field men of the department have been doing pioneer work which will be a permanent asset to the fields in which these missionary activities are conducted.

In such work we see a fine opportunity for co-operation with other boards and are pleased to note the cordial attitude of the Board of Home Missions toward this new development. We see large possibilities for the development of rural projects by such co-operative plan, and endorse the plan being developed by the Superintendent of this department for co-operation with the Board of Home Missions.

Again, by extending the influence of the church in the central communities to the homes that are unattached in the surrounding country, introducing the literature of our board there, and organizing the church at the center to make constant contacts with these homes and surrounding communities a very significant work is being done.

### 3. *Modernization Work:*

The rapid progress of the Religious Education Movement has made necessary important changes in the operation of the local church school. The modern program of departmental organization with graded curriculum, with special emphasis on teacher training supplemented

by a large development of week-day religious instruction and daily vacation church schools commends itself to every careful observer and calls for special leadership. The field men of this department have done a much-needed and splendid work in promoting this modern program and in establishing these week-day and vacation schools. We believe that this department is especially equipped for directing this new and rapidly developing movement, and is the logical agency for leadership in this special field.

4. *Appropriation of Funds:*

We have reviewed carefully the list of appropriations for field work in the various conferences submitted to us by the Superintendent of the Extension Department and approve the same. We also indorse and approve the general policy adopted by this department for the administration of these funds in the various fields.

FOSTER C. ANDERSON, *Chairman,*  
ANDREW WARNER, *Secretary.*

## REPORT OF THE COMMITTEE ON FOREIGN WORK

A year ago your committee expressed its approval of the plan then under way to bring about a closer co-operation between the Foreign Department of our board and the Board of Foreign Missions. This plan has now been worked out in detail and tentatively adopted. We recommend that it be made permanent.

Your committee also in its report a year ago endorsed the plan of approaching the World's Sunday School Association with the proposition that inasmuch as they were sharing in the value of Mr. Ryan's leadership in the Philippines they contribute one-half of his salary. This proposition they have accepted, and we now recommend that an assistant be granted Mr. Ryan as soon as finances permit.

The Central Conference of Southeastern Asia has formally requested the appointment of two Sunday-school missionaries by our board, one for the Malaysia Conference and the other for the Netherlands Indies Conference. Your committee recommends that one such missionary be sent to this area when the state of the treasury warrants it.

The Rev. William L. Sanders has recently been temporarily appointed General Secretary for all China. The committee recommends that this appointment be made permanent, subject to the approval of the present authorized representatives of our church in China.

Your committee furthermore recommends that provision, if possible, be made for the support of a teacher of religious education at the Union Theological Seminary in Gothenburg, Sweden.

Finally your committee recommends the adoption of the following resolution, relative to Sunday-school literature on the foreign field:

*Resolution*

*Whereas* it is evident that the development of an indigenous church in foreign fields necessitates that the Sunday-school curricula for those fields be constructed with special reference to the needs of those fields by the missionary and native personnel at work therein, and that, similarly, the Sunday-school lesson and literature supplies be produced for each given racial, linguistic or other naturally defined group, with full understanding of its needs, therefore,

*Be it resolved* that this board sanction and urge the establishment of a curriculum committee for each distinctive field, as follows:

a. The said curriculum committee or committees to be appointed by the Central Conference in each instance, and the number of curriculum committees for each Central Conference territory to be determined by its said Central Conference. Likewise, the number of members to constitute each subordinate curriculum committee to be determined by the Central Conference.

b. Prior to the meeting of the Central Conference, such curriculum committee for given homogeneous groups may be chosen by nomination of the bishops and vote of the Annual Conferences involved.

c. These curriculum committees in foreign fields to have powers and responsibilities similar to those of the curriculum committee of this board in the United States.

*Be it resolved*, second, that the curriculum committee in this country co-operate with the Foreign Department of the board in placing at the disposal of the curriculum committees of our board abroad the results of its experimentation and achievements, as an aid to these workers abroad to solve their own problems.

*Be it resolved*, third, that any necessary changes in the Constitution and By-Laws of our board in this connection be ordered made.

Your committee has in the past highly commended the work of the Superintendent of the Foreign Department, and desires at this time to reaffirm with added emphasis this commendation.

J. S. HOAGLAND, *Chairman*,  
A. C. KNUDSON, *Secretary*.

**REPORT OF THE COMMITTEE ON INSTITUTES**

Your committee desires to report that it has carefully examined the report of the Superintendent of Institutes, and has given thoughtful consideration to the record of the year's accomplishments.

We would call the attention of the board especially to the very remarkable growth of the work during the past quadrennium as evidenced in the training of workers in religious education, and "the awakening of the church to the fact that the Sunday school is an educational institution and demands real educational methods."

The holding of twenty-two two-day district institutes, six Summer Schools of Religious Education with an attendance of 966, forty-eight Standard Training Schools with 3,374 in attendance, of which 1,722 completed their work for credit, participating in seventy-three Epworth League institutes, and the supplying of instructors for twenty-two courses in Rural Pastors' Summer Schools, is the record in brief of the extensive, intensive and efficient work of this department.

Your committee would call your attention to the almost phenomenal growth of the Standard Training Schools during the past year.

These schools constitute, "a new element in the field training program" and while held during the closing months of 1922 as an experiment, "this experiment has proven that they are eminently successful for field training," and the enthusiastic reception of, and large registration in, these schools warrants the expression that "the Board of Sunday Schools has never promoted a plan of field training that commended itself more favorably to those who have a real concern for the training of their workers."

The insistent and numerous requests for these schools, far exceeding the facilities of the department, indicate

both their worth and the potentialities of the field, and, as these requests are multiplied, the almost obligatory expansion of this phase of the work.

It is our conviction, growing out of the past year, that there is an imperative need for a greater unity of administration of the training program of the board and we repeat our recommendation of last year to the effect that the administration take under advisement the readjustment of the activities of the Institute Department and the Teacher Training Department or possibly their combination.

Respectfully submitted,

L. B. LONGACRE, *Chairman*,

H. ALMON CHAFFEE, *Secretary*.

**REPORT OF THE COMMITTEE ON MISSIONARY EDUCATION**

Your Committee on Missionary Education desires to submit the following report:

1. We desire to express our deep appreciation and gratitude to the Sunday schools of our church for the loyalty they have manifested in the support of the Centenary, and for the results of the various activities of the Sunday schools that made possible the victory won.
2. We have noticed with pride the most excellent and illuminating literature that has been produced by this department during the quadrennium, and feel confident that if this literature could be placed in the hands of all our Sunday school officers and workers, the result would be greatly worth while.
3. In the publication of *World Neighbors* we are gratified to note a great improvement in the monthly missionary paper furnished our Sunday schools. We regret that out of the more than 20,000 missionary superintendents, less than 6,000 subscribe to this splendid paper. We urge that every effort be made to bring this matter to the attention of each superintendent of our Sunday schools, urging that this periodical be included in the regular supplies for the Sunday schools, to the end that the same may be placed in the hands of at least the missionary superintendents.
4. The committee is agreeably pleased with the report of the superintendent of this department relative to the "World Friendship Correspondence," and bespeaks for this feature of the work in the department a greater interest and love for the boys and girls of the entire world. We commend this enterprise highly.

5. The closing of the Centenary in May, 1924, should be fittingly observed in each of our Sunday schools in order that the memory of good work already accomplished should not be lost. Therefore your committee suggests that this department prepare proper exercises for the May issue of *World Neighbors*. It is recommended that each Sunday school take part in such fitting programs, and that the first Sunday in May be thus specially observed.

6. The launching of the World Service program is of the utmost importance to the Sunday schools; and in view of the changes that have been suggested relative to the askings in this program, it is of the greatest importance that this entire matter be brought to the attention of our Sunday schools in such a way as to avoid all confusion between the closing of the Centenary and the launching of the World Service program. We recommend that careful consideration be given to this entire matter.

7. Perhaps the item of greatest importance now before the Sunday school is the correlation of the entire educational work of the local church. Missionary education is vital in connection with the World Service program. Therefore your committee recommends that such correlation as is possible be worked out for each local church and Sunday school, that there may be as little differentiation as possible between the activities of this department in the Sunday school and those of the educational program of the church as a whole. We appreciate the importance of this whole matter and believe that with the splendid leadership that we have in this board, the problem will be met with the least possible friction.

8. Your committee desires to express its appreciation of the superintendent and his co-workers in this depart-

ment for the splendid leadership manifested by them and for the splendid results achieved during the last quadrennium. We bespeak for this department the hearty co-operation of all of our Sunday-school workers, when appealed to by the department in the interests of the important matters that confront our church.

NORMAN E. RICHARDSON,

C. W. FLESHER,

W. F. KENDRICK,

G. F. SHEPHARD,

*Committee.*

## REPORT OF THE COMMITTEE ON MOVING PICTURES AND RADIO SERVICE

A few experiments in the use of the radio for broadcasting informative and instructive material have suggested its more extensive and systematic use in an attempt to reach a wider and more general hearing. The demonstrations given under the auspices of the Editorial Department of our board have been so satisfactory as to warrant further consideration and demonstration. It is recommended that a more detailed investigation be undertaken by your special committee who ought to be instructed to arrange for a report and demonstration at the next meeting of the board.

In this connection grateful acknowledgment should be made to the members of the editorial staff in Cincinnati who have contributed their services in maintaining a weekly demonstration; and to Rev. Staley F. Davis, Director of Sunday School Work for the New York area, of similar service; including also acknowledgments to the Crosley Radio Corporation of Cincinnati who furnished free use of their broadcasting circuit (WLW) and to the Radio Corporation of America for a similar gratuity in the use of their broadcasting apparatus (WJZ) at Aeolian Hall, New York.

Recognition should also be made of the interest in this form of evangelism displayed by Mr. W. E. Carpenter of Brazil, Indiana, and Mr. C. W. Flesher of Gassaway, West Virginia, who have supplemented their enthusiasm by a generous gift from each of \$500, provided practical steps were promptly taken to establish a broadcasting apparatus with headquarters in the Chicago Temple, whose principal use should be supplementary to the work of religious education.

Your committee thinks that the time has now arrived for something like a suitable examination to be made of

the possibilities of the Cinematograph for furthering the increase of popular interest in religious education; and that the standing committee on the subject be requested to prepare and submit a report thereon, with, if possible, a demonstration, at the next annual session of the board.

Your committee therefore recommends that the secretary of the board be instructed to convey the thanks of the board to Messrs. Carpenter and Flesher, to the radio corporations mentioned above, to Dr. Davis, and the members of the editorial staff at Cincinnati, for the special encouragement already given to an experiment so full of promise for an almost unlimited expansion of the work of the board.

CHARLES M. STUART,  
*For the Committee.*

## REPORT OF THE COMMITTEE ON FUTURE POLICY OF THE BOARD OF SUNDAY SCHOOLS

Your committee appointed at the October meeting of the Executive Committee, and requested to report at the annual meeting, reports as follows:

During the quadrennium now closing, the funds for the support of the work of the Board of Sunday Schools have been guaranteed for the most part. Beginning with June, 1924, the guaranty ends, and this board will receive a prorated share of the total receipts for the apportioned benevolences. The basis of the prorated share will be \$600,000 of a total apportionment to the churches of \$18,500,000. In view of the fact that the church has adopted the policy of a united appeal for world service, with a single budget to be prorated according to an adopted program of needs, we recommend that it be the policy of this board to co-operate in every way possible with other boards, and the Council of Boards, in informing the church concerning our World Service program and in persuading our people everywhere to generously respond to the united appeal.

We recommend that this board avail itself of the opportunity to increase its funds provided by the plan for designated gifts as adopted by the Council of Boards.

We recommend that Rally Day be revived, not only as a day in which attendance and general Sunday-school interest shall be quickened, but a day in which the Sunday schools shall make their distinctive contribution to the world service of religious education.

We further recommend that systematic and persistent effort be made to greatly increase the permanent fund of this board, by presenting the peculiar merits of its work to those who may make bequests to worthy enterprises, and to present the annuity plan agreed upon by all the boards.

Respectfully submitted,

CHARLES M. STUART, *Chairman*,

L. B. LONGACRE, *Secretary*.

## REPORT OF THE COMMITTEE ON TEACHER TRAINING

There is nothing more hopeful for the future in the work of the board than the popular response to the program of the Department of Teacher Training. The work offered by this department is of first importance in making an intelligent study of the sources of revelation possible. In relation to one of its chief and most significant sources—the Bible—the guidance and training of teachers is of immediate consequence.

Apart from such training the message and meaning of Scripture is not only abridged but misleading; and an undiscriminating reading of the Bible is more likely to do harm than to do good. Too much emphasis cannot be laid upon this. One welcomes therefore the encouraging report of the superintendent who notices, not only an advance in the total number of training classes, but also an advance in the number of students who remain with the class throughout the entire course. The development of Standard Training Schools has been of particular significance during the past year. Even if numbers be not the final test of success one cannot be insensible to the heartening record of 1,378 students completing in satisfactory fashion the work offered by these schools thus entitling them to the certificate and seals of the department. The organization of these schools is not restricted to large centers; they were promoted successfully in rural and small town localities and among colored as well as white settlements.

The work of the department was promoted also by the holding of summer schools, by schools for town and country pastors, by aid to religious education departments in our denominational colleges, and to Epworth League institutes.

Various avenues of communication were enlisted by the department in carrying forward its work. Guides to textbooks were furnished to instructors free of charge, and the department took special pains to keep in touch with these instructors through a correspondence course and periodical personal letters, besides using freely pertinent and suggestive counsel through a series of specially prepared folders and leaflets. As the outcome of these promotional efforts, there has been a marked increase in the enrollment of students, a decided advance in the quality of the instruction given, a more highly developed and more attractive quality in the program offered, and greater favor in the opinion and attitude of the church itself.

It is to be expected that with this augmentation of public interest that the department should appeal for assistance in the perfecting of its work. The demand this year is for an extension of the department's list of *Teacher's Guides* whose usefulness has been amply demonstrated by the list now in use. Your committee would therefore recommend such an extension in the discretion of a special committee consisting of the Editor of Sunday School Publications, the Corresponding Secretary of the board, a Publishing Agent and the head of the Teacher Training Department, to the last of whom also gratitude and felicitations are due for so successful a year under so many disadvantages.

CHARLES M. STUART, *Chairman.*

## REPORT OF THE COMMITTEE ON SUNDAY-SCHOOL ADMINISTRATION

Your Committee on Sunday School Administration desires to report that the work of this committee which embraces all matters relating to the organization and management of local schools and the providing for the training of Sunday-school officers, present and prospective, in co-operation with the departments of Institutes and Teacher Training has, in the absence of any specially appointed officer or staff, been carried on, for the major part, by the Superintendent of the Institute Department.

We desire, however, to call the attention of the board to a phase of the work on which, we believe, special stress should be paid, if the means can be provided through the present staff and budget.

In the interest of uniformity and more accurate statistical records, we recommend the following for your consideration:

### *a. Membership Basis:*

Noting the absence of any definite basis for determining membership in the local school and the obvious result, *i.e.*, the carrying of inactive members on the rolls, we urge the addition of an article to the local school constitution defining membership and its termination.

### *b. Statistics and Reports:*

The standardization of a complete set of forms and record books for use in compiling statistics, keeping of records and the making of reports in the local school.

In so far as these forms exist and apply we urge their approval and adoption, and the creation of new forms to cover needs.

We recommend further that these forms be placed in the hands of our Book Concern, printed and catalogued by them.

*c. Code:*

The printing of a code outline of these forms and their use, to aid in the installation of uniform and complete statistical records in all of our schools in the interest of accuracy.

*d. Absentees:*

For the purpose of increasing our average attendance and maintaining our membership, we recommend a more extensive use of the absentee secretary and the follow up system.

Respectfully submitted,

W. F. KENDRICK, *Chairman,*  
H. ALMON CHAFFEE, *Secretary.*

**REPORT OF SPECIAL COMMITTEE ON  
STATISTICAL REPORTS**

Your special Committee on Statistical Reports, having reviewed the entire situation and needs, begs leave to submit the following report:

1. It is our judgment that reports should be made for each separate Sunday school on a charge and not merely for the group of schools as a whole. Therefore we recommend to the General Conference that Par. 88, Section 3, of the 1920 *Discipline* be amended so as to read, "A separate report shall be made for each church congregation or society (or Sunday school where there is no church) in every pastoral charge."

2. Recognizing the need of fuller knowledge of educational conditions in our schools, we recommend the addition of two items of report. (a) "Number of Classes in the School," and (b) "Number of Classes using Closely Graded Lessons."

3. We recommend that the item, "Average Attendance," be changed to read, "Average Attendance of Officers, Teachers and Pupils. (Not including Cradle Roll and Home Department.)"

4. We recommend that in all places where the word, "Scholars," now appears in our report the word, "Pupils," be substituted.

5. In order that our statistics may be made available to all who may be interested, we recommend to the General Conference that Par. 88 of the 1920 *Discipline* be amended by the addition of the following section: "All items of statistics required to be reported to the Annual Conference shall be printed in full in the published Minutes of each Conference."

6. In the interest of more intelligent reporting on the part of pastors we recommend that Par. 88 of the 1920 *Discipline* be further amended by the addition of the following section, "Each statistical blank sent to the pastor to be filled out and returned to the Annual Conference shall be accompanied by a detailed explanation as to the way in which the figures are to be made up."

7. We recommend that the heading of column nine in our report (Pupils including Home Department who are Church Members or Preparatory Members,) be amended by the following parenthesis (Do not include baptized children,) thus conforming the instruction to Par. 90, Sec. 7, of the 1920 *Discipline*.

Respectfully submitted,

H. ALMON CHAFFEE,  
WILLIAM S. BOVARD,  
C. L. HAY.

## REPORT OF THE COMMITTEE ON YOUNG PEOPLE'S WORK

The world war commanded the undivided attention of our young people, commandeered their lives in sacrifice, offering in motivation ideals the loftiest in Christian international ethics that were to be realized.

Victorious in war, our young people confidently expected the fruition of their hopes under the tutelage of their elders, their promisers:—such has not been.

These youthful promisees disappointed, embittered, heartsick, themselves are improvising programs of life, some of them masterpieces in imperfection, many of them close neighbors thereto with but few of them meriting honorable mention as models.

Be it ours, leaders in the young people's work in the church, professed discerners of the times, clear visioned, far sighted, to steadfastly point them to the ideals and unfalteringly lead the way thereunto, not four months hence, but now.

Each young person in our church is a candidate for a unified personality in Christ Jesus. Agencies of the local church auxiliary to this becoming, whatsoever its name and accumulation of years, must be exclusively convergent to this one and the same focal point; or else in course of time be dexterously excised.

Outside of the church, inter-denominational, community and vocational agencies must not deviate from this same goal. The penalty for persistent nonconformity, after being duly labored with, should be the quarantining of our young people from them by those who conserve holiness of soul and wholeness of personality. Their plea for so doing being: in character we are one, in agencies many in one.

We appreciate and make mention of the labors of the department of young people's work to rejuvenate the hearts and eyes of parents to feel and see as youthfully as they do affectionately, so that in the light of their ripened experience they shall environ educationally, recreationally and devotionally in a way that makes for their loyalty to Christ.

WILLIAM J. THOMPSON, *Chairman.*

## REPORT OF THE ADULT DEPARTMENT

The Adult Department report to the Board of Sunday Schools will consist of a statement of achievements and activities, an analysis of the causes represented by this department, and a statement of aims for the present year.

### Department Activities

*Bible Classes.* The organized Bible class has developed a momentum probably unequalled by any other adult organization in the church, and must be taken into account in a larger way in future activities and service.

Certificates of Recognition were granted this year to 579 new classes with a total membership of 15,501. These are classified as follows:

109 men's classes with a membership of 2,903.

274 women's classes with a membership of 7,660.

196 mixed classes with a membership of 4,938.

The total number of classes enrolled since the board began granting charters to organized classes is 19,523 with an estimated enrollment of 730,538. Studies of the field lead us to believe that little more than half of the Bible classes of the church are enrolled with the board. A very conservative estimate places the nominal membership of Bible classes at 1,200,000. Three thousand and ninety-three classes with a total membership of 87,039 have been chartered since the last General Conference.

*Class Records.* An accurate record of enrolled Bible classes is very valuable but difficult to secure. The secretaries in the office have undertaken to bring all class records down to date and have succeeded unusually well. The mailing list of adult Bible class teachers is now 92 per cent perfect. No efforts have been made to secure

data regarding Home Departments, Mothers' Associations, Parent Training Classes, or signers of the family worship covenant.

*Curriculum.* The Editor of Sunday School publications and the Curriculum Committee of the Board have given serious attention to the preparation of lesson material for use in adult classes, with the result that plenty of text books of a very superior sort are now available. *The Adult Bible Class Monthly* is probably the most popular study of the Improved Uniform Lesson in print.

*Correlation.* A unified educational program for the adult groups in the local church is very desirable. There are many adult societies each unrelated to and unacquainted with the work the other is doing, while more than half of the adult members of the church have no part in any of them. We believe that it is possible to correlate this work and are undertaking to show how it can be done.

Several churches have reported a move in that direction with very promising success. Our department has chosen two churches in which this is to be tried out under our leadership. One is Gary Memorial Church, Wheaton, Illinois, and the other is First Church, Mattoon, Illinois.

*Schools.* A course in adult methods was provided for each of the summer schools of religious education. The small registration at Syracuse and Boston made it necessary to cancel this and other classes at both places. The class was not large in any of the other schools but in each case did a very effective piece of work. Circumstances make it difficult for adult leaders to attend summer schools but the increasing emphasis upon adult education makes it desirable to include a class in adult psychology and another in adult methods in summer schools and standard training schools.

*Conferences.* During the year the Superintendent of the Department has conducted 95 conferences on various phases of adult work having a total attendance of 11,516. The Assistant Superintendent also has done ■ large amount of this type of work.

One of the most satisfactory chapters in the field work of the department was a series of conferences in Pacific Coast cities, with the Young People's Department co-operating. Joint meetings were held each afternoon and separate sessions each evening. The following figures speak for themselves.

Number of conferences held.....	29
Number of churches represented.....	480

The classified enrollment:

District Superintendents .....	25
Pastors .....	454
Sunday-school Superintendents .....	266
Other Sunday-school Officers .....	463
Sunday-school Teachers .....	1,359
Pupils (Adults-Young People) .....	2,228
<hr/>	
Total number of Registered Delegates....	4,795

On this same trip the Superintendent presented his messages to more than 13,000 others, including visitors, colleges, high schools, preachers' meetings, Sunday congregations, etc.

*Personnel.* The increasing demand upon the department from the field has made it necessary to secure the services of a capable man to help meet these needs. T. Ross Hicks, a graduate of Boston University and of the Boston School of Theology, and for eight years superintendent of the Southern District in New Hampshire, was chosen to fill this position. By nature, training and experience, Dr. Hicks is peculiarly fitted for this

type of work. His good natured way, ability and genuine devotion is impressing itself upon the church even as it has upon those who are associated with him. He is grasping the task with unusual rapidity and fitting into the work in a most satisfactory way.

*World Service.* The adult Bible classes of the Methodist Church should become a large factor in the success of its benevolent enterprises. The new World Service volume should be studied by every class in order that the people may become more intelligent regarding the achievements and responsibilities of Methodism around the world.

*Home Service.* The workers in the department have used every opportunity to enlarge and frame the importance of the home as an agency for religious instruction. Both in conferences and public address this has been our major interest for the year.

Numerous articles have been prepared for the *Advocates* and Sunday-school publications dealing with the problems and responsibilities of the home.

As a result of conferences and leaflet distribution, a large number of parent-training classes have been organized and directors of home work appointed.

The mothers' group for social and instructional purposes is coming to be a very common form of activity in the church.

An intensive work in the interest of family worship was carried on in two churches with large results. All that is needed to make this custom widespread throughout the church is leadership, promotion and help.

The editors of church papers have been glad to receive and prepare material dealing with the home situation.

The Editor of Sunday-school Publications is giving a very large place to the consideration of home needs and responsibilities.

The Family Religion leaflet, designed to bring a brief statement regarding the home task and a little help to parents who want to include worship as a part of their home schedule, and to guide them to further help as they need it, continues to be the most asked-for leaflet of our department.

Our new "Home Life" leaflet written by Professor King, presents an excellent analysis of the home situation and suggests methods for its improvement.

The stereopticon lecture on "Christian Home Life" has been in use by the department for several months. It has not been distributed to the churches because a few slides necessary for its completion seem to be difficult to secure. We have the assurance that this will be in shape soon.

The department has gone through the lists of books from all of the publishing houses and classified the best for the information of our people. This list appears in several of the leaflets. The most recent book and the equal of the best is "A Book of Worship," by Wade Crawford Barclay. We recommend its use in every Methodist home.

*Printed Matter.* The "Adult Department" leaflet and the "Home Life" leaflet are the two new ones printed this year. Eighty thousand pieces of literature have been printed this year and most of it distributed to the churches upon request and without charge.

*Field Work.* The Assistant Superintendent has been with the department only part of the year but has been in labors abundant. He has spoken before 46 Sunday congregations, conducted a series of conferences at two state Sunday-school conventions, presented a World Service message to four Annual Conferences, given a course in Sunday-school methods at one Epworth League Institute,

taught the class in adult methods at five Standard Training Schools, prepared several articles for Sunday-school publications, and has given a month to the field promotion of two summer schools of religious education.

The Superintendent presented his messages this year to 207 groups having an attendance of 51,870.

### General Statement Regarding Causes Represented Home Service

*Commission.* The General Conference committed to the Board of Sunday Schools leadership in a movement to awaken a larger interest on the part of the people in family worship, and to enlist the co-operation of the home in the educational task of the church. The Adult Department has gone forward with this work as rapidly as possible taking into account the fact that no funds have been appropriated for this specific task.

*Field Promotion.* Our workers have taken advantage of every opportunity to display the importance of the home, and to persuade parents to give their children a Christian influence. Almost every conference conducted by the Adult Department during the quadrennium has given a large place for the discussion of the problems and responsibilities of the home. The matter has been presented to several area councils, many annual and district conferences, a number of state Sunday-school conventions and preachers' meetings, and in a host of Sunday congregations. We have gone into many churches and districts to set up a home religion campaign, and have trained the leaders for that work. The extension men of our board have been doing a most effective work for this cause. All the members of the staff, the Editor of Sunday-School Publications, and the editors of the *Advocates*

have done their best to put the importance of this work before the people.

*Experiments.* The department supplied literature and leadership to two churches for the purpose of ascertaining the general attitude of homes in regard to this very important work. The results were most gratifying. In each church three types of people were found: a small group who had no interest in home religion, a large number who believed in its importance but who had followed the line of least resistance into the habit of omitting it, and a large group eager to do something of this sort but who did not know how to go about it. These studies and others have led us to the conclusion,

1. That only a very small proportion of our people pretend to do much along this line.
2. That an overwhelming majority of them concede the importance of home religion and are willing to introduce its practice into the home when they find out how to do it.
3. That an aggressive and intelligent leadership, and an effective promotional agency can transform the present home situation into one of blessing and power.

*Local Promotion Agency.* It seems perfectly logical that the Sunday school should be called upon to give intensive promotion to this work. The Sunday school has contact with people at all stages of life. The workers in the various age-group departments have a very unusual access to the home on the basis of child interests.

The most effective agency in the local church for leadership of this kind is very apt to be the adult Bible class. The organization for work already exists and most classes need just such a task as this to vitalize the religious life of its own members. We are discovering that Bible classes are ambitious to do something and will not slack when some definite task like this is assigned to them.

### Religious Education of Adults

*Importance.* The statement is frequently made that the only way to produce a Christian society is to begin with childhood and grow a generation of citizens, who are intelligent, active and consecrated. This is true, but the church must not lose sight of the fact that parents and teachers are the most determining factors in the development of character, and that children will not attain to that high standard of life under incompetent and irresponsible leadership.

*A Trained Laity.* The layman is receiving an ever increasing place of power and responsibility in the church. The spirit of democracy is affecting the organization of the church. Not all authority in the local church is now vested in the preacher. The layman sits in the councils of the church today and has a voice in all its activities. This situation demands that laymen inform themselves in regard to the vital matters of the kingdom. The church will suffer irreparable harm if great authority is entrusted to an ignorant laity. The layman must be educated in religion if he is to take over religious leadership. The church needs a more competent leadership and a better educated followership.

*Secular Education.* The adult education movement is gaining momentum everywhere. There is now a World Association for Adult Education with headquarters in London and auxiliary branches in all of the leading nations. In our country the chief purposes are, the reduction of illiteracy, training for citizenship, the Americanization of the foreigner, the increasing of vocational efficiency, the training of the unskilled workman for a trade, post graduate work for professional men, etc. In one year the state of New York enrolled 245,000 adults in public evening and extension schools.

*A Church Conscience on Adult Education.* There is a growing interest on the part of adults in religious instruction. The church should play up in a larger way the need of a better trained rank and file. The feeling seems to be widespread that educational activities belong to youth; that after a certain age and fixity of habits, the capacity for learning disappears. The learning process should continue all the way through life. Every church should give serious attention to the religious educational needs of its adult life.

*Missionary Instruction.* The adult department exists for service. The class that thinks only of itself soon dies. One of the first steps in the direction of a correlated educational program to be brought about through the agency of an Adult Council consists in making the Adult Department responsible for leadership and support of the work of missionary education for the entire school. The adult department should choose a director of missionary education, who becomes chairman of the missionary education committee made up of representatives from every age group in the school. The director of missionary education co-operates with the leaders of other missionary agencies outside of the church school, thereby helping to bring about a correlated work of missionary instruction for all people of all ages in the local church.

### Some Goals for 1924

1. The enlistment of the largest possible number of classes to study the World Service of Methodism and to co-operate for its success.
2. The expansion of the Adult Department to include the total membership and constituency of the local church, and the co-operation of all adult societies in developing an adequate educational program.

3. The enrollment of all unchartered Bible classes, and the complete revision of office records of enrolled classes.
4. The election of a director of home work in each adult department, to become the chairman of a small committee to study the needs and direct a home religion movement in the church and community.
5. A church-wide family religion week during which time the total emphasis of the local church might be placed upon the relationship of the home to worship and religious education, and when families should be asked to begin the practice of worship in their own homes.
6. At least one hundred group conferences in which the methods for the promotion of home religion might be given to the leaders in local churches.
7. A conference with the editors of the *Advocates* looking toward a page in every issue that would contain suitable helps for home worship.
8. A very large increase in the number of mothers' associations and parent training classes.
9. Co-operation with the Missionary Education Department in enlisting the adult department leadership in the work of missionary instruction.
10. A Methodist Men's Convention in connection with the General Conference, for the purpose of giving impetus to the men's work of the church. The date designated by the committee is May 10, 11.

BERT EDWARD SMITH,  
*Superintendent.*

## REPORT OF THE DEPARTMENT OF ELEMENTARY WORK

Into whatever section of the country we go we find workers teaching religion to children along approved lines. This does not mean that all Sunday schools have their elementary departments thoroughly organized and doing work of the highest grade, but it does mean that there is a scattering of good work being done everywhere. Workers recognize, too, the difference between this good work and the methods used in their childhood. They realize how much more constructive is the program today than it was a generation ago.

*Common Understanding of Working Principles.* This general improvement in the quality of children's work arises from the unanimity of opinion concerning certain fundamental principles. Workers with children in all denominations agree, for instance, that there should be a separate type of program for the children. They agree, moreover, that the graded principle should be applied within the children's group. The ancient slogans, "No impression without expression," and, "We learn by doing," have gripped even the untrained workers, and expressional activities in handwork and Christian service are generally accepted by all who are involved in the program. Increasingly, other principles are finding acceptance. Workers are believing that our business is to develop Christian boys and girls rather than to plan a program of preparation for adult Christian living. They generally will believe that the teaching in church school sessions should relate itself to problems of everyday behavior. In principles of such high significance as these there is common consent.

With such a united front as this the elementary forces of the country, of all agencies, have gone forward for several years to carry a new day into children's work.

"A childhood religion for children" has been their unspoken but consuming desire. Local school workers in attendance at institutes or conventions, schools or training classes, have usually heard the same counsel from the lips of all speakers, and this constant repetition has not been without its effect. Schools in communities quite remote are sometimes thoroughly graded. Departmentalized schools are found where least expected, with worship programs in the children's departments that would do credit to any program of religious training. Traditions have grown up in the field of methods of teaching religion to children, and workers in all degrees of intelligence and training are assuming that to take a responsibility in this field involves a certain type of program. This program is not static; it is still in process of development. It needs more thought and more study, but it is growing, and the developments in the elementary field give occasion for great gratification to those who are involved in the work.

*Methodism's Contribution to the Elementary Field.* For many years the Methodist Episcopal Church has made large contribution in this field. Those who are well informed realize the extent to which Methodism is responsible for the curriculum development of the past two decades. This board has been an agency of large value. The fine workers who have been associated in the Elementary Department in past years have been a large contributing force to the development of the principles and practices to which reference has already been made. In the days of district institutes, administered from the Institute Department, the elementary workers of the board traveled up and down the country and rendered outstanding service to those seekers who desired to know the better way to work. The pamphlet literature which has gone into thousands of churches has offered the kind

of constructive help to large schools, and small, which could have been given to them in no more effective way. The training courses offered to elementary workers in local churches, and the guidance given to students, has more than justified all of the expenditure in time and effort and money which this board has ever made.

### Developments of the Year 1923

The past year, 1923, has not been the least, even though the department has labored under very severe handicaps. Early in the fall we lost one of the most constructive workers in the elementary field. Miss Mina A. Clark, after six years of untiring endeavor, was set aside from the Chicago staff to assume a relationship with the Extension Department and was placed in charge of the White Temple enterprise in Miami, Florida.

*Correspondence.* A card index record has been kept of persons who have consulted our department during the past year concerning their work in the local school. Our record includes a statement of their inquiry and our reply. During the year 880 officers and teachers in elementary departments of local church schools have written for guidance in their work and to these persons 1,049 letters have been written, indicating that in many instances there has been more than one interchange of correspondence. In several schools letters are repeatedly going to and fro and we are maintaining a rather close direction and supervision over the work which is being done. Some of these schools we have visited not once but four or five times during the past quadrennium. We know their resources, their equipment and their teachers, and we are helping them to make their program as vital as can be done under existing conditions. A few churches have responded very wonderfully and are maintaining programs of high order.

*Leaflets.* The leaflet distribution of the Elementary Department is very large and there have been several re-prints and revisions during the past year. Four new leaflets have been prepared, printed and distributed, and some of these are ready for correction and re-printing. Three of them, namely:

- A program for the Junior Department.
- A program for the Primary Department.
- A program for the Beginners' Department.

were mentioned a year ago as being about to come off the press. These were finished, and completed what we call our "Program Series," a program leaflet of considerable length for each of the Elementary Departments. The other leaflet, which was prepared, is called, "Children's Week in the Local Church." This was written in connection with Children's Week, the second week in October, and was very happily received by the field. Its suggestions were not local to the year, and its distribution can be repeated with very slight correction next October.

Additional leaflets are needed especially applying to the work in the rural field and in the small church. Some of these will doubtless appear during the coming twelve months.

*Instructors in Schools and Institutes.* The service of the board in the elementary field was not all rendered by the Elementary Department. One of the largest contributions was made by the instructors in Elementary Courses in the schools of the Institute Department, a contribution to which the Elementary Department merely gave suggestion and supervision. During the year there were 43 classes (618 students) in Standard Training Schools, and 33 classes (474 students) in the Summer Schools of Religious Education where courses were

offered for elementary workers exclusively. As instructors for these courses, Miss Mina A. Clark and Miss Mildred O. Moody of the Institute Department, and the Superintendent were used, but in addition it was necessary to cultivate and, in some instances, to instruct a competent corps of workers who were used for part-time or occasional service. Twenty-two of these instructors were employed and much valuable talent was discovered. These are still available, and others may be secured to increase our service in this type of activity.

*Committees.* Mention has already been made of the agreement among professional workers in the elementary field concerning many things. This is not arrived at by accident, but comes as a result of faithful discussion in committees which have held meetings regularly for several years. In these committees the Board of Sunday Schools has a place. There is the Children's Division Committee of the International Sunday School Council of Religious Education, the Professional Workers Group, the Elementary Superintendents' Association (an informal group), and various curriculum groups called together for the study of the content of the curriculum. The results of the discussion in these groups affect the program of our board to such an extent that some acknowledgment is gladly given to the kindly suggestions which are made to us from those whose experience parallels our own.

*Curriculum.* One committee, more time-consuming than the others, has for its membership Miss Clark, Miss Moody and the Superintendent, and has been for the purpose of studying the curriculum available for elementary grades, and to discuss among themselves not only constructive suggestions for its improvement, but, also, the principles which are involved in curriculum making for children. This was not because it is within our province of responsibility, but because so many complaints and criti-

cisms of the elementary curriculum materials continually come to us from the field that we felt not competent to answer or admit these criticisms without diligent study. Many days were spent in arriving at group judgments and re-enforcing our group convictions, and many other days in a study of the materials. The Editor of Sunday-school Publications kindly invited us to bring our findings to a larger committee, which included the editorial writers and members of the Southern Methodist group. The problems of curriculum were very apparent, and the meetings which were held, under Dr. Barclay's leadership, have made us quite hopeful for a curriculum for the children which shall be built around childhood experience, shall have a social emphasis, and shall be less static and more comprehensive than anything which is now available for our children's workers' group. We have trained large numbers of our workers in the principles of religious education to the point where they are now able to discern the weaknesses of our own work.

### The Outlook for the Future

The most encouraging sign in elementary work is the general dissatisfaction on the part of local school workers with programs and conditions which do not meet the demands of religious education in the field of childhood. A separate room or a well-graded department is no longer the goal. It is merely one of the means which makes the work more effectively done. Teachers and department superintendents are recognizing the still greater need of graded content with constructive emphasis. Sunday schools are less satisfied with untrained teachers than heretofore, and there is general recognition that work to be well done must be well prepared by teachers qualified for this important task. Success is no longer being measured in handwork exhibits or

memory drills, but is being conceived in terms of Christian attitudes and skill in living.

The Board of Sunday Schools has nearly 200,000 representatives in local Sunday schools teaching religion to hundreds of thousands of children. We can render no greater service to the Kingdom of God than to utilize these workers in the highest type of program, and we can render no higher service to these teachers than by giving them our prayers and encouragement, and guidance in paths of highest spiritual and educational efficiency.

ROGER ALBRIGHT.

**REPORT OF THE EXTENSION DEPARTMENT**

Judging the work of the Extension Department from the standpoint of constructive values, the year 1923 has without question been the best and most fruitful in the history of the department. Some items of statistics that have heretofore bulked large may this year be somewhat smaller, but that does not mean a lessening of activity; it only means that with the passing of the years the point of emphasis has been changing, and that now the department is readjusting its program to meet the demands of the present day.

With this preliminary statement we will proceed to outline as briefly as possible the points of contact with the field during the year and some of the tangible results secured.

*Annual Conference Boards.* We reported a year ago having given some attention to the development of Annual Conference Boards of Sunday Schools. We have continued this phase of field development during 1923 with most satisfactory results. It is becoming increasingly apparent that we cannot hope to adequately serve the entire Sunday-school field of Methodism through the central office staff alone. Some agency close to the field must be developed and used for this purpose. We have sought through personal contact with these boards to develop local initiative and leadership. In every meeting we have held with Annual Conference Boards we have met a most hearty and generous response. There has been an eagerness to get behind a real program of Sunday-school and general religious-educational work that has demonstrated beyond the shadow of a doubt that here is a great unused force only awaiting our touch and sympathetic direction to develop it to splendid leadership in the future. It is our purpose to form contacts with some ten or a dozen more boards

during 1924 and seek to change them from mere paper organizations to a real working force.

*Personnel.* Some changes have taken place during the year in the personnel of our field staff, although on the whole it remains about the same as at the time of the last annual report.

Rev. Philo W. Haynes, who, since August 15, 1910, has been our representative in the Montana Conference returned to the pastorate at the last session of his conference. For thirteen years he gave himself untiringly to that great frontier task in Montana.

Rev. A. W. Thurston, who since October 15, 1919, has been our representative in the Dakota Conference, returned to the pastorate last fall.

Rev. R. L. Wolfe, for two years carrying on special work in San Benito County, California, was appointed pastor at Forestville at the last session of the California Conference.

*Additions:*

Rev. Chozo Haruyama—Japanese Work, Pacific-Japanese Mission.

Rev. F. A. Wimer—Erie Conference.

Rev. O. H. Langdon—California Conference.

Rev. Earle E. Emme—Wisconsin Conference.

Rev. W. A. Godsake—Northern New York Conference.

Rev. H. F. Draper—Kansas Conference.

Miss Alice L. Brown—Maine Conference.

Rev. R. W. Stennett—Washington Conference.

Miss Mina A. Clark—Miami Parish.

*The Assistant Superintendent.* During the year we have had the hearty and efficient co-operation of the Assistant Superintendent of the department, Rev. Robert B. Davids. Mr. Davids has given considerable time to work in local Sunday schools in a thorough-going program of reorganization. Important as all that has been, yet without doubt his largest contribution has been in

the work he has been able to accomplish by visitation to members of the field staff in helping them set up a strong, constructive program of field work for their own particular section. Mr. Davids is a past master in the art of field organization and his wise suggestions and counsel, especially with men just entering upon their work, is invaluable.

*Missionary Work.* The Extension Department was first organized distinctively as a missionary project. The men first appointed to this task were assigned to frontier sections, and their activities largely centered around the task of ministering to neglected communities. But with the passing years we have changed somewhat our emphasis in field work from the more distinctively missionary type to an intensive or educational program of work. It is a grave question in our mind as to how far we should go in surrendering entirely this missionary type of service. It may be true there does not exist quite the same need for this form of work as there did some ten or a dozen years ago. And yet there are sections where some of this work should be done. We have in mind one section of country where we could keep a man busy from one year's end to another, caring for some twelve or fifteen missionary projects. It will be an unfortunate day for this board when we eliminate all missionary effort from our program of work in the home field.

The reports show that during 1923 *seventy-three* new schools were organized, with a total enrollment of 2,797. They developed *thirty-three* new preaching places, organized *five* new Methodist Episcopal Churches, with a total membership of 103. They also reopened *two* abandoned churches and re-established services therein.

*Free Grants of Literature.* No one will ever be able to compute the full value of our Free Grant work. Some of the strong and prosperous Methodist churches of

today received their initial start when, as a small Sunday school, the Board of Sunday Schools assisted them in the days of their infancy by granting free literature until they were strong enough to stand alone and properly maintain themselves.

During the year we have responded to 250 appeals for help at a total cost of nearly \$2,700. These schools were scattered throughout *seventy-three* Annual Conferences. *Fifty-eight* of these grants were made to mission schools among foreign-speaking people, and *forty-eight* to schools for the colored race. *Thirty-one* grants made during 1923 were of graded material at a cost of \$431.00. We received \$248.50 in designated gifts and this money was used in providing *seventeen* schools with all necessary supplies.

*The Miami Parish.* In Miami, Florida, is our great First Church (White Temple) right in the midst of a rapidly increasing population. Suburban sections are developing with great rapidity. Dr. R. N. Merrill, the pastor of the White Temple, is alive to the situation, as is also his official board. Instead of leaving these small new churches to struggle along as best they may, Dr. Merrill has conceived the idea of uniting them under a parish plan with First Church at the head and a strong staff of workers ministering to the total task of all the churches of the parish. The Board of Home Missions is assisting very generously in making this experiment possible. The proposition that we assume the responsibility of supplying the Director of Religious Education to the staff personnel was submitted to us. This we agreed to do to the extent of finding a suitable person for the task and paying fifteen hundred dollars a year toward the salary support. Miss Mina A. Clark, consented to go to Miami as our representative and undertake the task. She has been on the ground

since November 1, and already excellent reports have been forthcoming from her work. She herself is enthusiastic over the proposition. We shall watch with no small amount of interest the working out of this experiment and firmly believe it will eventuate in a worthwhile contribution to the Kingdom, besides proving that two of the great boards of the church can come together on a united program and work successfully and unitedly toward one common end.

*The Work of Modernizing Schools.* Probably one of the most effective contacts we make with the field is in our work of modernization of a local school. Casual and incidental visits to churches and Sunday schools for the mere delivery of an inspirational address on some phase of Sunday-school work, but with little plan or purpose beyond the mere delivery of an address does not often get very far. The really big thing for any church is to build a program of moral and religious training of youth wherein the local church shall become the agency for accomplishing the task.

During the year we made a modernization contact with 287 schools; 578 newly organized departments were created; Graded Lesson material was introduced into 241 Sunday schools, and the number of years of graded work thus introduced totaled 1,058. As a result of these modernization programs, schools wherein members of our staff have worked have purchased modern equipment to the amount of \$13,202.

*The Training Program.* The past year has been one of the best the department has ever had in the results secured along training and educational lines. The program has been wide enough and varied enough to cover every phase and type of Sunday-school activity. All the members of the staff have promoted Teacher Training Classes in the local school and Standard Training Schools. Others have

been the directing force in promoting the Summer Training Schools held under the auspices of the Institute Department, such as Keboch and Boss for the Dickinson School, Corley for Southern California, and Weaver, Purdue and Jasper for Puget Sound.

The Standard Training School has developed as the most popular type of school. Some of the staff have had unusually successful gatherings. Brother Boss registered a total of 480 students in *three* of his schools; 241 received Teacher Training credit. Keboch reports 908 enrolled in *ten* Standard Training Schools, with 475 credit students. Corley organized 137 Teacher Training Classes with an enrollment of 2,219. Andrews reports one summer training camp with an attendance of 120. Wimer, although only a few months on the field (Erie Conference) has already held *two* Standard Training Schools with an enrollment of *eighty-two*, twenty-six of whom were credit students. It is impossible to cite each instance of training work done by the department, as time and space will not permit. The year's work, however, sums itself up about as follows: 400 Teacher Training Classes with an enrollment of 5,658; 52 Standard Training Schools with 3,603 enrolled; 137 correspondence students enrolled, or a total of 9,398 enrolled in some form of leadership training.

*Week-Day Schools of Religion.* It is not necessary that we should in this report undertake any dissertation as to the value of or important place Week-Day Schools of Religion should have in every modern program of education. That place is accepted by progressive and forward looking folks these days. No program for the training of youth can be considered as complete that does not seriously take into account their moral and religious training in some manner aside from that single period on the Sabbath day usually set aside for Sun-

day-school work. It only remains for us here to indicate how, in a definite and concrete manner, our extension staff is promoting and setting up this type of work. We are justly proud of the fact that there is not a member of the extension force who is not abundantly able to appear before any Board of Education and champion the cause of week-day schools. In fact, the representative of the extension staff is fast becoming the one person in his particular territory to whom our churches are looking for assistance and guidance in this type of work. In every field where we have representatives at work, they are assuming the position of leadership, and if not actually establishing such schools are at least laying foundations and paving the way for what will, without doubt, result in the launching of such a project in the very near future. During 1923 our representatives were instrumental in the establishing of 72 week-day schools of religion with a total enrollment of 4,248.

*Daily Vacation Bible Schools.* Closely akin to the week-day school proposition is the daily vacation Bible school, and here too we have been vigorously at work with most excellent results. Some of these achievements have been brought about only by surmounting almost impossible difficulties. Our workers have tried to keep a careful check on this type of work. A totaling up of our reports shows that during 1923 the Extension Department, through its field staff, directly and indirectly, promoted 328 daily vacation Bible schools, with a total enrollment of 30,248.

*Reaching the Rank and File.* To get our message to the people; that is the thing we are really after. It is no easy task to arouse the indifferent, but gradually it is being done.

Institutes and group meetings to the number of 495 were held last year. It is no insignificant item that 66,806 people heard the modern message of Sunday-school work through these meetings. The members of our field staff delivered 1,318 addresses last year, reaching an estimated total of 117,542 people. Surely some worthwhile contacts must have been made.

*Community Surveys.* More and more we are realizing there must be careful planning in all our work. The hit and miss method has all too long prevailed in church work. The first thing one of our staff does upon taking up work in a new field is to make a "study" of the situation, (that is only another way of saying we take a survey), whether in an Annual Conference or a local church. During the year some dozen Annual Conferences have been subjected to this close analysis, and 120 different communities.

*Epworth League Institutes.* Several of our staff have, during the year, taught classes in Sunday School Methods at Epworth League Institutes and with very gratifying results. The total number of such institutes in which members of our field staff taught is 36, with a total class enrollment of 1,502. On the whole, the reports indicate favorable reaction toward this type of work. It at least demonstrates the spirit of co-operation existing between our field staff and Epworth League workers.

*International Sunday School Council.* We are according, through our field workers, cordial and sympathetic co-operation with every effort on the part of State and Provincial Sunday-school organizations to re-organize under the merger plan. In some cases our representative has been the directing force that has brought about the re-organization and with it more amicable relationships in interdenominational and nondenominational work. Some of the points at which we are co-operating are New Jersey, Southern California, Northern California,

Western Washington, Inland Empire, Colorado, Pennsylvania, Montana, Oregon and Wisconsin.

*The Personal Appeal.* Is there any danger that in our work we will become so academic in our approach to men and problems that we will lose that heart sympathy with people so much needed in these days? We in this work live so constantly in the atmosphere of methods and machinery that we may be in danger of forgetting that important evangelistic note which after all is the great call and message of the Gospel. We must confess that at times our greatest concern has been lest our extension representatives on the field lose out of their work the note of the personal appeal to men to become followers of Christ, and to young people to dedicate their fine young manhood and womanhood to the service of the Master. During the year, however, as a result of their personal work 847 people were led to Christ; 331 decisions to establish the family altar are recorded, 144 full-time life work decisions, and 749 part-time service decisions are reported.

*Conclusion.* May I here express to the faithful and loyal members of our extension field staff my deepest appreciation, and the appreciation of the entire Board of Sunday Schools for the fine spirit of co-operation and devotion to duty that has characterized all their efforts during 1923.

In closing this report I have selected a paragraph from the annual report of one of our field staff as my final word, as it so clearly states my feelings concerning this great problem of religious education and the importance of it all to the church. It is a paragraph from the report of Rev. C. I. Andrews, our Director of Religious Education for Montana:

"Years ago Bishop Vincent said: 'The Sunday school is strong at the heart, but weak at the head.' Seeking to rectify this condition, we have placed great emphasis upon

training and education, and, with this extreme swing of the pendulum, perhaps are not without blame for the creation of the fear that some today entertain, namely, that religious education seeks to people our churches with folks who are instructed in the historic faith, but who have no personal knowledge and experience of the dynamic and transforming power of the Gospel of God. When we have made it clear that the 'educational method' has evangelistic possibilities, when the church comes to see that our 'strong at the head' methods are 'strangely warmed' by the eternal fires that burn upon the altars of God, perhaps the great Methodism that has always felt the evangelistic passion, will add to its burning conviction that it was called into being to *preach* a Gospel of *reclamation*, a like conviction that it is also called of God to *teach* a Gospel of *preservation*. As long as religious education is looked upon as simply a method, a scheme, a device, so long it will lack of coming to its own. It is ours to make it clear that it is not an invention, but an inspiration."

M. J. TRENEY, *Superintendent.*

### REPORT OF THE FOREIGN DEPARTMENT

This has been a fruitful year for our work in each of the great world-fields in which we operate, from the standpoint of both numbers and quality of work. Every field, except two, has made an advance in membership, the total increase in our foreign department of the work for the year being 32,219.

More encouraging than such numerical gains, however, which have been duplicated, or more than duplicated, through each year of the quadrennium, are the reports coming to our office from every field in which we have specialized leaders at work, telling of the steady raising of standards, betterment of curricula, and the success of institutes, summer schools, and training conferences by which better methods and more adequately trained local leaders are being developed.

Much of such work does not yield itself to statistical statement, but simply has to be grasped with an understanding mind, for its value to be estimated. As one of our most effective secretaries writes, "Unfortunately for exhibition purposes, it is next to impossible to record the results of a three-day visitation, with conferences and round-table discussion by teachers and officers and pastors concerning Sunday-school work; and yet most of my field work is done just that way."

But there can be no doubt that the constantly lengthening list of institutes, leadership training conferences, summer schools and camps which our board is conducting in the various foreign fields is vitally affecting for the better the work in those sections.

The Kuling Summer School which our Mr. Sanders conducted in China this last summer is said to have been one of the most potent influences that has come into the mission work of Methodism in that great field for the development of its religious-educational work; affecting

not only our Sunday schools and more than a hundred teachers and leaders who were gathered in from a wide area for the school, but touching the teachers in the primary and higher day schools, and the general leadership of our church in Central China as well.

Similar summer schools and institutes doing an equally valuable work are now being carried on in every field in which our board has a representative; and too numerous to be mentioned in detail here. Daily vacation church schools and summer camps for young people are likewise being conducted in South America, Europe, and the Philippine Islands.

### China

The members of the board will be happy to know that the Model Sunday School Building in Peking, China, has finally been completed, and the interior furnished. The Rev. E. E. McCammon, of the West Ohio Conference, who was traveling in China recently saw this building, and was so impressed by it that he voluntarily wrote us a letter in which he says:

“Surely the board could not have selected a more strategic location, nor are they spending any money that will bring greater returns than that which is expended here.”

Mr. W. L. Sanders, our secretary for Central China, and recently appointed general secretary for all China, has been devoting himself assiduously to language study, getting acquainted with the needs of his field, making favorable contacts with missionary and national workers, study of the Sunday-school literature situation there, teaching religious pedagogy in Nanking University, addressing annual and district conferences on Sunday schools and childhood, and conducting institutes and two summer schools. He has won the approval and co-operation of all types of workers.

At the last meeting of the General Conference the Central Conference of Eastern Asia was authorized to form an Executive Board for all Eastern Asia, which should have supervision of all types of work which our church does in China, Korea and Japan. This legislation was recently effected.

Your Foreign Superintendent immediately got into touch with the new head of the Executive Board and also with the General Secretary of Education in that board, and assured them of our spirit of friendliness and desire to co-operate in the interests of co-ordination and the highest efficiency for our religious educational work in those three countries.

### Korea, Japan, Philippines

In Korea Mr. Lacy and his helpers have been devoting themselves to intensive work in institutes, summer schools and teacher training. Over a thousand teachers and prospective teachers enrolled in correspondence training courses in one year, with regular examinations and supervision, is a record that bodes well for the future. Institutes have been conducted in every district except one. During the year we have gained 3,947 new members in our Sunday schools there. The daily vacation Bible school movement is being energetically pushed, and receiving gratifying response. Forty-six schools with 3,013 attendants were conducted during the year in all Korea, of which schools a goodly share were Methodists.

Nearly every type of religious-educational work done in the United States is now being promoted in the Philippines by Mr. Ryan and his fellow-workers: leadership training, daily vacation church schools, Boy Scouts, Camp Fire Girls, institutes, week-day religious education, the Family Worship League, and the beginning of a more

satisfactory curriculum. In addition, Mr. Ryan teaches religious-educational courses in our Union Theological Seminary at Manila, where this year more than forty young ministers took his work: thus laying significant foundations for tomorrow.

An important development in the Philippines has been the starting of "The Philippine Islands Sunday School Journal," the finances for which were donated by a generous and well-to-do Filipino Christian, the Hon. Teodoro R. Yangco. Mr. Ryan is the editor, and the paper is an interdenominational monthly magazine. It is already proving to be a valuable addition to our Sunday-school literature in the Islands.

### India and Malaysia

The appeal which has been coming annually with increased insistence from Malaysia, that our board furnish them a secretary, has taken more definite and emphatic form this year: for it comes as an action of the Central Conference of Southwestern Asia. This board has already voted that such secretary for Malaysia should be sent at the first moment funds are available. In the meantime, Mr. W. G. Parker, a missionary in the Malay Peninsula, with training in religious education at Columbia University has volunteered to tide things over for us by such gratuitous service as his time may permit.

In India, Dr. A. A. Parker and his chief assistant, Mr. G. L. Lorenzo, have been concentrating mostly this year upon greatly needed institute work, in the effort to raise the standards and increase the effectiveness of the working personnel. They have been splendidly helped by the co-operative attitude of the district superintendents and missionaries in that great and complex country. I have so often gone into detail in speaking to the board about

our work in India that I shall purposely omit much in this report that might otherwise well be given; except in the case of literature, to which I shall make references under another head.

### Europe

Dr. Ernest Lyman Mills, our director for Europe, has been so active in many departments that it is difficult to say just which phase of the work he and his fellow-workers over there have emphasized most. But I presume they would agree that their chief stress has been upon the training of leadership, with literature production a close second.

It is difficult for us in this country, with our wealth of Sunday-school lesson materials produced under the masterly supervision of Dr. Henry H. Meyer and his able corps of fellow-workers, to appreciate the necessarily slow progress that must inevitably be faced when we attempt to work in countries where no such literature, indeed, in some instances, positively no Sunday-school literature, has been produced. When you couple with this in your thinking the delicacy and the difficulty of bringing to civilizations older than our own, and often with culture and intellectual achievements superior to our own; the results of this field of achievement in which we have surpassed them, it will be evident that no wholesale methods are possible, nor mass-movements toward our religious-educational work through the Sunday schools to be expected. The task is more difficult and the progress slower than if we started *de novo* in a primitive land.

The literature situation in Europe is improving, but still far from satisfactory. For advanced civilizations like the majority of those, we must have at an early date, much better curricula, better quality of supplies, and more adequate quantities. We need, right now, above

everything else in Europe, an American specialist in this field of ministry, who should stimulate the workers in the different fields to plan modern types of curricula, and aid them to carry same through to production.

### Latin America

Your Foreign Superintendent was present at the last session of the Annual Conference in Mexico and subsequently spent a brief period in visiting our Sunday-school work in that field. We have no secretary there, but are receiving the finest co-operation from Dr. O. W. E. Cook, educational missionary for that field. With his able assistance it is not necessary that we put an American Sunday-school secretary at work in Mexico; but it is important that we place a well equipped and specially trained Mexican secretary into that field at an early date.

There is at the present time just the kind of a man we want, at work in Mexico: one of the choicest of their younger pastors. Bishop Thirkield and Dr. Cook have agreed to co-operate with us in securing this man, and having him study for a year or two here in the United States, if we are prepared to shoulder the expense. There can be no doubt of the Christian strategy of our board thus looking ahead and making such preparation, particularly in view of the strongly national Mexican sentiment which is developing, and which will increasingly demand native Mexican leadership in our church work.

One of the busiest and most effective of our workers in foreign fields is Mr. Hugh C. Stuntz, in South America. My report last year called attention to the very great burden of work resting upon his shoulders in that continent.

I have several times referred in my reports to the large amount of valuable translation and literature work Mr.

Stuntz is doing, to supply at least some small part of the needs of a field so previously lacking in the materials with which to work. Recently he was elected one of the editors of *La Aurora*, in Buenos Aires. This is a lessons and helps paper, practically the only thing of its kind worthy of mention down there. Likewise, and even more important, he has started during the year a paper for the older children and young people of the Sunday schools, somewhat on the order of our *Classmate*, *Target* and *Portal*, combined. It is called *El Amigo de la Juventud*, which translated means "The Youth's Friend."

When one stops to realize the impurity and viciousness which saturate the popular magazines and papers of the Latin American world, he will not be surprised to learn that orders have already come in for the *Aurora* and the *Youth's Friend* from Porto Rico, Guatemala, Cuba, Spain, and, I think, Mexico.

In addition to his other labors Mr. Stuntz has taught one semester's course in Religious Education in our theological school in Buenos Aires.

### Special Days

An interesting item in this connection is the fact that in many lands, indeed most of them abroad, they do not know the meaning of such commonly accepted terms with us as Rally Day, Decision Day, and Children's Day; and of course they have no programs nor literature for such days. Usually, indeed, they do not have any programs for Christmas and Easter, as we have here in this country; but all such programs have to be constructed. And, in the case of the former three special days, the very idea of them has to be introduced *in toto*.

Five years ago there was no such thing known in the Sunday schools of Argentina as Decision Day; which is equally true of the other countries under our supervision

in South America. But this last year in the single country of Argentina there were eight hundred decisions for Christ in the Sunday schools.

There can be no doubt that one of the weakest phases of our work in foreign fields is the amazing paucity of lessons and helps and literature supplies. A careful survey of the literature needs for aid in our Sunday schools in India alone, recently made by one of the most careful and experienced missionaries in that field, Mr. W. G. Parker, and trusted by all the other missionaries, indicates that we should be putting into that field on a minimum basis for such literature needs, \$22,000 per year. Yet we are spending but \$13,000 per year for literature production and grants in all lands combined the world around, outside of the United States.

That these literature needs are not confined to India alone, perhaps two or three brief quotations from among many may suffice to attest:

Mrs. Elizabeth F. Brewster, one of the most widely known missionaries of China, writes:

"All this cultivation (training) work comes under the task of the Sunday school; and without the help of the Board of Sunday Schools in preparing books for training, *it would be impossible for us to carry forward this movement.*"

From Malaysia, by Rev. H. C. Bower, secretary of the conference:

"I think you saw enough of our work to understand our need for a Sunday-school literature. We can use nothing in English, which means that everything must be translated into the vernacular. But we have also work among peoples speaking several languages. . . . Printing charges are heavy and the sale small because the memberships at present are not large."

Then follows their appeal for aid, which shows clearly that among the 40,000,000 population in that section of Malaysia (the Netherlands Indies) they ought to receive from us a literature grant of certainly not less than \$1,000 per year for the next few years.

From the superintendent of the Central America Mission:

"I note the item of the appropriation which your board is making to the work for Sunday schools. Your letter of April 10 states the case exactly as I understand it regarding the use of this money. This is a new field. True, our well established Sunday school at Panama (City) is now able to take care of itself; but we have a lot of new work *which cannot survive at all without help.*"

Similar testimonies are at hand from South America, where we work among several different populations that are as poor as similar populations in India or China.

We can gather groups of children and young people together, but *we cannot do Sunday school work without literature.* We must tide over schools which cannot purchase supplies, or can contribute only an infinitesimal part of the cost until, through the conversion of financially stronger elements in the community, or through greatly increased numbers and betterment of their economic condition, they can care for themselves. Some day these schools will be self-supporting, if we enable them to survive, and churches will be founded by them. But today they have to be helped. This is the missionary process.

During the past four years we have had the noteworthy increase of more than 135,000 in our foreign Sunday-school membership: an average of 33,000 per year for the quadrennium.

Again, one of the most valuable types of work our board is doing in the foreign fields is the training up of informed leaders, religious educationally, for tomorrow,

especially through chairs of religious education in the theological seminaries. During the quadrennium we have maintained part-time or full-time men teaching in the following institutions:

Bareilly Theological Seminary, Bareilly, India.

Union Theological Seminary, Manila, Philippine Islands.

Union Theological Seminary, Santiago, Chile, South America.

Union Theological Seminary, Seoul, Korea.

Martin Mission Institute, Frankfort-on-the-Main, Germany.

Union Theological Seminary, Foochow, China.

India Methodist Theological Seminary, Jubbulpore, India.

University of Nanking, Nanking, China.

Likewise our secretaries in the different fields are already selecting young, well-equipped, and promising men to be especially trained for this religious educational work through the Sunday schools, and welded into our force of workers next year or the year or two following. Dr. Mills over in Europe, Mr. Stuntz in South America, Dr. Parker in India, Mr. Sanders in China, Mr. Lacy in Korea, and Mr. Ryan in the Philippines: all now have such men definitely interested in our work and ready to take the training, or already taking the training, which will fit them to become specialists in this work in the immediate future.

One of the leaders of education in this country recently said to me that our board has done no more valuable nor more statesmanlike work than in bringing home for specialized study certain workers from the foreign field, and then sending them back to the technically trained and inspirational leaders in the work across the sea. During

the last four or five years we have given such additional study here in the United States to the following leaders:

- Rev. Clement D. Rockey, India.  
Rev. A. L. Ryan, Philippine Islands.  
Rev. Paulus Scharpf, Ph.D., Germany.  
Rev. Friederich Wunderlich, Ph.D., Germany.

### A Notable Achievement

During the quadrennium, the following pieces of literature creation have been effected in the different fields:

In Norway and Denmark: One book, one year of Primary Graded Series, a teachers' journal, lesson commentary and helps, a children's story paper, and a paper for young people. In Sweden: Lesson commentary and helps, a young people's story paper, and two years series of Sunday-school lessons. In Germany: A teachers' journal, entire Primary and Junior Department series of Graded Lessons and three books. In Italy: Five books, three series of Graded Lessons, and three further series in process of production. In France: Three years of lessons, a children's story paper, and a teachers' journal. In South America: Thirteen books, pageants, Bible story dramatizations, and other program-material, lesson commentary and helps, Sunday-school young people's paper in Spanish, programs for Decision Day, Children's Day and Christmas, Beginners' Graded Lessons.

### Interboard Co-operation

One of the important results which it is to be hoped our church may achieve in its ministry to foreign fields is the prevention of overlapping and confusion which might arise, if the ministering boards of our church should work at cross-purposes there. So important is this that the suggestion is made, now and again, that all work of all types, in foreign fields, should be placed in the hands of the Board of Foreign Missions.

On the other hand, without questioning at all the value of the ministry of that great board in whose hands rests such a multiplicity of interests and functions, nothing is clearer than that this whole matter of religious education, which for the masses is done through the Sunday schools: the planning of curricula, the creation and production of literature, the training and development of veritable armies of lay leadership, teachers, officers, the extension of the best modern standards and ideals in pedagogy to the children and young people in the beginners', primary, junior, intermediate, senior and young people's groups, as well as to adults, the correlation of these with recreation, camp work, daily vacation church schools, and week-day religious instruction: that this whole matter, I repeat, is the task of the specialist.

It would seem clear that this is why the General Conference of 1908 created a specialized board like the Board of Sunday Schools, and placed this important field of work in its hands. And the noteworthy progress which has been achieved in Sunday-school work in the United States since then, resulting in Methodism now having between four and five millions of Sunday-school scholars, a million and a half of whom are within the formerly "lost young people" ages, from twelve to twenty-one, and resulting also in Methodism now having one of the finest systems of Sunday-school lessons-and-helps and story-paper literature now existent, would indeed seem to justify the wisdom of that course.

Such work, creating in our Sunday-schools departmental age-groups and grading the lesson materials which the scholars study, according to sound psychological understanding, is indeed a valuable step; and it is bringing nearer the day when the teaching of the church concerning the infinitely important matters of God, character, Christian attitude, duty, service, and the development of

a Christian civilization, shall not be discredited in the child's or youth's mind by unfavorable comparison with the better work he receives in the day school or public school system. This, permit me to repeat, is an inestimably valuable achievement, toward whose fulfillment we are, and have been for the past few quadrenniums, making rapid strides.

If, in a land like this, with its wealth of advantages and pastoral and lay leadership, the church has found it necessary to organize such a specialized agency as our board for a special work, how much more is the aid of such an agency needed in mission lands! Or again, if richly beneficial results have been achieved by our board bringing to the aid of the busy pastors and local leaders and workers the stimulus, vision, and fullest understanding which our collective effort has thus far produced in this realm of work here at home, is there any logical reason why our foreign fields, with their new and baffling conditions, their paucity of materials with which to work, and each missionary overloaded with at least three men's work, (I mean this literally), should not likewise receive and benefit from such specialized assistance?

Is there not some method, then, by which such an agency as the Board of Sunday Schools, with a vital ministry to give to these foreign fields, may do so without in any way working at cross-purposes with any other board therein? We have felt that there is; that what is wanted is not that the Methodist Episcopal Church in foreign fields shall be deprived of any needed ministry from here at home, but rather that there shall exist a spirit and method of co-operation between, for instance, ourselves and the Foreign Board, such as shall assure one-ness of purpose, unity of impact upon the work and full harmony of action in all lands.

To this end there has been formed by previous authorization of this board, and similar action by the Board of Foreign Missions, a joint interboard committee, composed of five members from each board, before which all plans and actions which mutually affect the operations of the two boards in foreign fields may be brought for discussion and co-ordination. The completion of the arrangement and organization is still so comparatively recent that it has scarcely more than begun to function.

But the formation of such an interboard committee, with its ample powers as representing both boards subject to board confirmation, makes complete harmony and unity of co-operation possible, and should remove any possible legitimate reason why the foreign fields should not receive the advantages of such specialized aid as this board is equipped to bring to them.

With this report your foreign superintendent closes his first quadrennium with the board. It has been a busy and at times taxing four years. The unfortunate possibilities of a wrong attitude or a wrong move, and the far-reaching benefits which might flow from sound and right policies, have inevitably spelled responsibility. Furthermore, it has been no easy task to master the almost innumerable details of lines of work that run out to the ends of the earth; the problems that confront our representatives and missionaries in the many different fields, each field peculiar to itself; to sense the atmospheric background, the educational conditions, the racial and linguistic implications for our work, the types of literature and leadership needs, varying with the different lands or even countries and states; and the often perplexing problems that arise from personnel, both missionary and other, in the setting of varied alien civilizations.

I should not dream of claiming to have mastered all these problems, nor to know more than a small part of

what should be known, in the interests of this world task. But I have striven assiduously and prayerfully during the quadrennium to master such details, and to have an open and understanding mind, to the end that the work might be intelligently administered, and the board not disappointed in the results achieved. And I can testify that the quadrennium's work has been vastly illuminating to me, personally, rich in its fellowships and its experiences, and richly rewarding as well, because of the sense of the privilege of vital ministry to the lives of God's needy children, around the world.

I desire to bear testimony to the constant and gracious assistance of the Corresponding Secretary and members of the staff, and to the well organized condition of the work passed on to me by my predecessor, Dr. L. O. Hartman; to the unflagging labors and loyalty of our secretaries in the field; and to the generous and brotherly co-operation given to me and to our board's work without exception by the missionaries everywhere on the field. To all these fellow-workers is due primarily the credit for whatever of merit or fruitage this department may have achieved during the quadrennium. I desire to close this report with this word of appreciation to them, and of glad thanksgiving to a gracious Heavenly Father whose presence and leadership has been my inspiration in black hours in pagan lands, and in hours bright with promise and hope and the blessing of prayer. After all, He, with His great revelation of himself in Christ our Lord, is the source of the only victory that overcometh the world.

Respectfully submitted,

CORLISS P. HARGRAVES,  
*Superintendent.*

**REPORT OF THE INSTITUTE DEPARTMENT**

It is with considerable gratification that the Superintendent of the Institute Department submits this report of the activities of the department for 1923. The work of the year just closed has been more varied and more intensive and in many respects the most fruitful of any year since the department was established.

A comparison of the work of the department in 1914, the first year under the present administration, with that of the past year makes an interesting study. Ten years ago our activities were confined almost exclusively to the holding of two-day district institutes, with an occasional larger group, and a few schools of methods for city centers. Practically all of our instructors and speakers in these institutes were members of our own staff, with the occasional service of the editorial staff. It was a very simple, direct, and, considering the limitations of time, an effective program for introducing direct to the field some of the fundamental principles of religious education. Probably the most valuable effect of this work was the awakening of the church to the fact that the Sunday school is an educational institution, and demands real educational method.

This past year's work has included not only a number of the district institutes, but we have held six Summer Schools of Religious Education, all located in colleges, and offering from seventeen to twenty-six different courses in each; forty-eight Standard Training Schools; supplied instructors for twenty-two courses in Rural Pastors' Summer Schools, and seventy-three Epworth League Institutes. This broader scope of the department's activity has made necessary the employment of a large number of special workers, in addition to board and editorial staffs. Most of these have been chosen from the faculties of colleges and theological schools, with a few

pastors and local school workers who have made a sufficient specialty of educational method to warrant their selection. Most of these special workers have taught in the Summer Schools and Standard Training Schools.

### District Institutes

We are continuing the two-day district institutes sometimes working even with sub-district groups where geographical conditions demand it, for there are large areas of the church where this is not only demanded, but where it is the only possible method of reaching the workers with our message. During 1923 we held twenty-two of these Institutes.

### Summer Schools of Religious Education

The Summer School of Religious Education still proves to be our most effective means of intensive training. Its great value becomes more evident with each succeeding year. The wisdom of holding these summer schools in colleges becomes more and more apparent. The un-failing interest and courtesy of the college authorities in granting us the free use of their equipment for our summer school work is deeply appreciated. Here, with the best of equipment for educational purposes, and in the midst of surroundings most conducive to effective work, we bring together in every case a carefully selected group of students, many of them already leaders in the educational work of their local churches, and offer them for a period of twelve days the most intensive possible instruction and training for leadership in the educational task of the church. Our faculties include the strongest leaders of today in the religious educational field. The curriculum includes not only the subjects of the standard teacher training course, but certain selected subjects for

advanced study and for special groups, e. g., for directors of religious education and for pastors. Six schools were held in 1923 as follows:

Syracuse University, Syracuse, New York.  
Boston University, Boston, Massachusetts.  
Dickinson College, Carlisle, Pennsylvania.  
Northwestern University, Evanston, Illinois.  
University of Southern California, Los Angeles, Calif.  
College of Puget Sound, Tacoma, Washington.

It is impossible to indicate by statistical report or specific cases the value of the Summer School of Religious Education. The attendance, as compared to other types of church gatherings, is not large. The total for the year was only 966. But when it is taken into account that in almost every case these attendants represent the choicest and most promising leadership of the local church, the significance is not to be found in their numbers but in their character. The value of nearly one thousand such leaders under intensive training is greater than of many thousands who might come merely to be entertained.

We do not often get a direct report from the churches as to the value to them of sending their leaders to our schools, but without fail, when we come in contact with the work our students are doing, we find greatly improved conditions in their schools, and in many cases reports are made of completely reorganized schools and a new conception of the task of the school. It would be futile to try to evaluate this work by specific instances that have come to our attention. A sufficient number have come, all of the same character, to indicate that the summer school is the most effective means of training that the Board of Sunday Schools has yet devised.

In previous reports we have emphasized the advisability of increasing the number of summer schools as rapidly

as our resources will permit. A new element has been introduced into the situation modifying this demand somewhat. With the successful development of our standard training school program there is less immediate necessity for the multiplication of summer schools. There will doubtless be need of opening new schools. In fact we are opening one such new school this year. But the Standard Training School can in many instances be made to serve the needs indicated even more effectively than the summer school.

Local conditions have led to the discontinuance of the summer schools at Boston, and Syracuse. A Standard Training School at Pacific Palisades is substituted for the summer school at the University of Southern California.

Two or three years ago the college authorities at Baker University came forward with a most cordial invitation for us to locate a summer school at Baldwin, Kansas, and offered the equipment of the college for our use. This invitation was supported not only by the official action of the Kansas Conference, but by the urgent personal representations of many of the leaders, ministerial and lay, in that region. The reasonableness of this demand is enforced by the fact that the great western territory of the church between Chicago and the Pacific Coast has no such school. The invitation has been repeated annually, but limited resources and other considerations have made its acceptance impossible until this year. A school will be opened at Baker University in June of 1924. This will be the only new school to be opened the coming season.

### Standard Training Schools

Last year I reported a new element that had been introduced into our field training program. During the closing months of the year we held as an experiment three or

four one-week training schools which we called Standard Training Schools. As reported at that time, this experiment proved that we had hit upon an eminently successful plan for field training, and it has been vigorously promoted during the year, forty-seven of these schools having been held, with a total attendance of 3,374, and of this number 1,712 completed work for credit. It is believed that the percentage of credit students can be greatly increased as the method of procedure becomes more familiar.

Twenty-seven of these schools were directed from or held under the direct supervision of the central office. The others were held under the direction of the field men of the Extension Department. The Standard Training School plan has been received by the church with spontaneous enthusiasm. The Board of Sunday Schools has never promoted a plan of field training that has commended itself more favorably to those who have a real concern for the training of their workers. We have had to decline many invitations for the schools, and if our resources had permitted we could have helped double the number indicated, with every prospect for an increasing number in the future.

Whenever possible, the central office will direct the initial session of a Standard Training School in a community desiring it. It is our hope that all standard training schools will become self-supporting and come under local direction after the first year. In all such cases, however, the school must be registered and the program approved by the central office, and all the conditions of our standards must be met. A *Standard Training School Manual*, setting forth our standards and the method of organization and promotion of a school, is in course of preparation and will be ready for distribution at an early date.

### Co-operative Enterprises

#### 1. With the Board of Home Missions.

The co-operative plan entered into with the Board of Home Missions two years ago, by which we supply an instructor in Sunday-school methods for the Rural Pastors' Summer Schools conducted by the Rural Department, has been continued with satisfactory results. The reports show that twenty-two courses were taught in eleven schools—an average of two to the school. The instructors were carefully chosen for their fitness, and included such teachers from our colleges as Professor E. A. Roadman, Professor J. E. Bentley, Professor W. H. Hertzog, and Professor J. E. Stout. Special mention should be made of the service rendered by Miss Florence Hutchinson, who has done more of the work for us in these summer schools than any other teacher. Her work is always highly commended and she is without doubt one of the most effective teachers of modern Sunday school method applied in the rural school. Dr. Vogt, superintendent of the Rural Department reports that the courses in Sunday-school method have been among the most popular in their rural summer schools, and asks for a continuation of this co-operative plan.

#### 2. With the Epworth League.

For three years we have had a co-operative agreement with the Epworth League, whereby we furnish an instructor in Sunday-school methods in the Epworth League Institutes, when such service is requested by the local authorities in charge of the institute. This plan continues in operation with a greatly increased number of institutes including the course. We appointed instructors for seventy-two institutes during the past season and their reports indicate that a total of over four thousand students were enrolled in their classes. This work varies

greatly in effectiveness, sometimes being little more than inspirational in character, for some of the classes had from 150. to 200 enrolled. We recommend that our instructors use textbooks for this work, but the conditions under which the instruction had to be given, especially in the cases of the large classes, made the textbook work very difficult. However, with all these limitations, this work in the Epworth League institutes is of very great significance and it would be difficult to estimate its good influence projected into the future. Here were four thousand young people just on the threshold of their life's activity, many of them destined to take places of outstanding leadership, and most of them sure to have some place of work in the Sunday schools of their churches, who for five or six days seriously faced the principles involved in a program of religious education and were at least introduced to method, many of them doing this for the first time in their lives. I believe thoroughly in the value of instruction in Sunday-school method in the Epworth League Institutes and am happy to report that the arrangement is to be continued for another year.

### Special Activities

Reference should be made to one or two special items in the program of the year that do not come under regular classification. While we were in Tennessee for a series of district institutes last March, Dr. Trenery called a meeting of the Holston Conference Board of Sunday Schools and we held a one-day institute especially and exclusively for that board. It proved to be a most profitable day, and at its close every member of the board had a pretty clear idea of what the Board of Sunday Schools of the church is trying to do. It is a phase of institute work that might profitably be repeated in other Conferences.

The Northwest Indiana Conference has one of the most efficient and active conference boards to be found in the church. At the last session of the Conference, the board secured the agreement of the district superintendents to hold a second round of quarterly conferences (which they have been omitting for some years past). This second round of conferences is to be a joint meeting of the quarterly conference and the Sunday-school board and the whole session is devoted to consideration of the problems of the Sunday school.

The conference board sent out to every church a form for making a preliminary survey, so that actual facts and conditions might be faced when the quarterly conference was called. Representatives of the central office met the district superintendents and the chairman of the conference board at Lafayette in November, and held with them a one-day institute, emphasizing the salient features of the present day program of religious education, and helping them to plan their approach to their quarterly conferences. The conferences are now being held. We do not know what the results will be, but we believe it is a plan that gives great promise and we predict that it will stimulate the work of the Sunday schools most effectively.

In closing, I want to express my appreciation for the fine spirit of co-operation that has been shown by the other departments of the board and the editorial staff. The unprecedented success of this year's work would have been impossible without it. This applies particularly to the Teacher Training and the Extension Departments. The modification of our field training program has made necessary the closest co-operation with the Teacher Training Department, and the increasing emphasis by the field men upon the intensive elements of their program has naturally brought their work into the same field with that of the Institute Department. In both cases the finest

harmony and spirit of co-operation have prevailed. Much of the summer school and standard training school work would have been impossible but for the effective promotional work of the men of the Extension Department. After all, it is one great work in which we are all engaged, and the recognition of this by all who are engaged in it makes it a joyful enterprise.

Respectfully submitted,

H. C. WILSON,  
*Superintendent.*

## REPORT OF THE MISSIONARY EDUCATION DEPARTMENT

### Your Department of Missionary Education and the Centenary

May, 1924, puts a period to that memorable chapter in Methodism's world service which history will know as "The Centenary." It will not be amiss, then, as we draw near to the end of that chapter, and before setting out upon the next—to be known even more gloriously as "The World Service of the Methodist Episcopal Church"—to call to memory the stream that brought us hither.

#### I. *We Introduced the Centenary to the Sunday Schools.*

As early as the Fall of 1916, the Board of Sunday Schools was considering the enlistment of Methodist Sunday-school pupils in the Centenary. Before a year had passed, the Board of Sunday Schools was committed, through the insistence of missionary leaders, to an attempt to secure a total of \$10,000,000 from Sunday-school members during the five years of the campaign, a commitment just double the original proposal made by Dr. Blake for our board. What was left of 1917 and all of 1918 was given over to creating a missionary atmosphere in the Sunday schools; to experimenting with quotas to discover the most equitable basis of apportionment; to the building of a body of inspirational and technical leaflet material for the promotion of the Centenary in local schools; to the selecting and training of a corps of field workers to carry the plan out to the local Sunday-school boards for approval and adoption. And by January, 1919, our field campaign was ready to start. The annual quota of \$2,000,000 had been broken up among the more than 27,000 American Sunday schools on the basis that each school should give either one-eighth of the local church's quota or one cent per week per member, the

larger figure always to be used. Four men from our central staff were assigned to supervise the four great divisions of the connection, Eastern, Southern, Central, and Western. There was a director of the Sunday-school campaign in each bishop's area, working with the area staff. And, under the direct supervision of these area directors were 2,294 district and sub-district directors. With this corps of handpicked and fairly well trained assistants, we carried the Centenary to each Sunday school, and got from each a statement of its pledge.

## II. *The Immediate Result.*

16,082 schools accepted quotas totaling.....	\$2,138,573.25
12,637 schools pledged a total of.....	1,805,338.96

This would seem on the face of it to indicate that our Sunday schools fell somewhat short of their \$2,000,000 goal. But no pledges were taken in two of the areas: the St. Louis area authorities preferred to lump church and Sunday-school gifts in one sum, and arbitrarily to credit one cent per week per member (\$85,631) as coming from the Sunday schools; the Cincinnati area authorities assumed the acceptance of a quota by the Sunday-school board, without the taking of pledges from individual Sunday-school pupils, as equivalent to a pledge (\$317,544.45). Making these allowances, the result stands:

12,637 schools pledged .....	\$1,805,338.96
Add for St. Louis area one cent per week per member .....	85,631.00
Add for Cincinnati area quotas accepted.....	317,544.45
<hr/>	
Total .....	\$2,208,514.45

## Comment on Direct-Mail Contacts

Your Department of Missionary Education relies heavily on the direct-mail method. It has no field staff, save the 20,000 superintendents of missionary education in

local church schools; and even these must be mobilized by mail. How great a reliance we place upon our circularizations may be seen from the fact that during the past four years, we have circularized the pastors ten times; the Sunday-school superintendents, ten times; the missionary superintendents, fifteen times; and other specially selected groups, thirteen times.

You will note a decrease in the number and scope of our direct-mail contacts toward the end of the quadrennium. This is due to (1) the constantly increasing circulation of *World Neighbors*, which carries not only the missionary services of worship, but also much guidance in methods which formerly we had to carry to the schools *via* the direct-mail route; and, (2) to our concentration of effort in the very large and (as it proved) effective poster campaign conducted in the summer of 1923 in the attempt to arouse renewed enthusiasm for paying Centenary pledges in full.

### Results in the Offering of Money

If we can know how much of their possessions our Sunday-school members have given toward the world-service program of the church in the Centenary, we can gauge somewhat the effectiveness of our plans of education and of promotion.

### Comment

We shall never be able to know exactly how much the Sunday schools paid on their quota of \$10,000,000. When the statisticians of the Spring Conferences of 1924 send us their reports, we shall know how much was paid by those schools which reported their gifts.

Since the General Conference of 1920 released pastors from the obligation to report their Sunday-school missionary offerings separately, thousands of them have con-

sistently lumped those Sunday-school gifts with benevolent offerings of the local church.

Particularly was this true in 1920, just after the ruling had gone out asking for a single report comprehending the amount paid to the Centenary and apportioned benevolences by all the agencies of the local church.

We have good evidence that the Sunday schools paid as much as \$2,000,000 to the Centenary in the high spiritual fervor of that year, early in the campaign. Yet an offering of only \$1,424,448 was reported. Almost ten thousand schools (9,851), did not report. Are we to assume that there were ten thousand schools which in that year resisted the Centenary's appeal? We wanted to find out, and we wrote to them. The almost invariable reply was: "Our Sunday school paid its Centenary pledge in full. We were instructed to report the Sunday-school offering as a *part of the church offering, and not separately.*"

By 1921, we began to get separate reports from Sunday schools on the conference statistician's sheet which is filed with the Board of Sunday Schools.

In May of this past year, as soon as we discovered that 6,455 schools made no report for 1922, we wrote to the pastor in charge of each, asking whether his school made a contribution. Preponderant replies indicated that large gifts were made, *but reported as a part of the church gift*; and we feel justified in assuming that, if all reports were available, the two-million-dollar mark would have been touched every year.

As it is, we must content ourselves to say that, beginning with the Fall Conferences of 1919, and ending with the Fall Conferences of 1923, a total gift of \$7,438,406 has been reported.

If the Spring Conferences of 1924 should give only what they gave last year (though every indication points

to an increase) the total from the Sunday schools for the five-year period would be \$8,300,607, or 83 per cent of the \$10,000,000 quota.

The significant fact is that *there has been no slump in the Sunday schools' loyalty to the Centenary!*

### Other Ventures in Missionary Education—1923

#### (1) *Defeat to Victory Posters.*

Our main contribution to the Centenary Climax campaign was already under way when that movement was launched.

We sent out the *Defeat to Victory* posters in early June. They were designed for use every Sunday from then until the end of October. The let-down of the summer months was thus measurably avoided.

These posters grew out of the experience of a Chicago Sunday-school superintendent, and were, therefore, admirably in key with local-school needs.

If every poster had been used at face value, a total of more than \$1,500,000 would have been realized.

Used as they were, they gave a stimulating impetus to missionary finance that was marked throughout the church.

#### (2) *World-Friendship Correspondence.*

Our most interesting, and, we think, productive experiment in creating international good will was begun over a year ago when our board's foreign representatives were asked to send to us the names and addresses of boys and girls overseas who would like to exchange letters with American boys and girls of about high-school age.

The names of more than 8,000 of these overseas friends are on file. We have introduced American youngsters to 1,000 of these. We have purposely gone slow in making assignments, both to gain experience in handling such

delicate questions as that of censorship, and also to prevent a too heavy load before our machinery was completed.

We are now pursuing this experiment vigorously, and expect to introduce several thousand more American boys and girls to potential friends in other lands in January and February of 1924.

### (3) *Dramatic Workshop.*

We have established a dramatic workshop, the aims of which are:

(a) to band together a group of young people and adults in a dramatic workshop in order to:

- (1) evaluate pageants and dramatizations, and
- (2) solve problems of technique and method;

(b) to create new plays and pageants on subjects within the field of world brotherhood;

(c) to enter into friendly relations with dramatic workshops in colleges and universities, with a view to:

- (1) discovering brilliant young writers and enlisting their zeal in writing on missionary and social themes; and
- (2) offering to evaluate their products in our own workshop, and, if found worthy, to assist in publication;

(d) to enlist the services of amateur writers in local churches in the creation of missionary pageant and play.

The workshop is now being conducted in Professor Merrifield's church school ('All Souls', Chicago), with an enlistment of about forty workers. They are testing the values of such missionary dramatizations as are from time to time submitted from either source, (c) or (d), mentioned above.

From our dramatic workshop came the Christmas (1923) worship service, *The Star Still Shines*. We are

now at work on a great pageant play of religious education, to be presented at the General Conference of 1924.

(4) *Field Contacts.*

(a) Each of the field representatives of the Extension Department is an ardent spokesman for missionary education. With these men, our department keeps in closest touch. Through them, some of our most significant work is done.

(b) A course on methods of missionary education is provided by us in each of the board's summer schools of religious education.

(c) In the shorter institutes, and six-day schools of methods, missionary education secures effective interpretation at the hands of the various departmental specialists.

(d) A by-product of our attempt to get some outstanding pastors and directors of missionary education to attend the summer conferences of the Missionary Education Movement at Lake Geneva and Silver Bay, was our resulting acquaintance with 360 pastors and laymen who are anxious to assume leadership in missionary education in their several districts. Though it does not now appear wise to set up once more the sort of field organization which we had in 1919, yet we are keeping our relations with these men on the warmest possible basis with a view later to drafting their services very definitely.

(5) *Editorial.*

(a) The Superintendent of your Department of Missionary Education is joint editor of *World Neighbors*, and is in constant affiliation with the other editors in the production of an increasingly useful magazine of missionary education.

(b) As a member of the Board of Managers of the Missionary Education Movement, and of its sub-committee on children's literature, he is able to have some part in the production of missionary books and teaching materials for interdenominational use.

(c) He spent four months in the spring in editorial work, under Mr. Ralph E. Diffendorfer, on the volume *The World Service of the Methodist Episcopal Church*.

(d) His vacation was spent in the writing of missionary stories for the Board of Home Missions and Church Extension.

(e) Some of the best thought of the department has been spent in the creation of two new missionary textbooks for intermediates: one, in the Abingdon Series of Week-Day Religious Education Texts, on the races of mankind; the other, in our own series, a stewardship text for use instead of two quarters' regular lessons. Both manuscripts probably will be completed in January.

#### (6) *Japanese Relief.*

Our department assisted in sending Dr. Bovard's appeal for immediate relief to the suffering Japanese, within one week after the occurrence of the disaster. Almost \$40,000 was received in response to that appeal.

#### (7) *Christmas Offering.*

We assisted largely in the preparation of the educational materials for the original Christmas offering campaign which asked for \$200,000 to finance fourteen definite building enterprises.

#### (8) *World Service Program.*

We have laid careful plans for the promotion of world service study in adult Bible classes and among young people and intermediates, and for the training of leaders

in the study of world service. And we have built our program for celebrating in the Sunday schools the completion of the Centenary and the inauguration of the World Service of Methodism.

Respectfully submitted,

GILBERT LOVELAND,

*Superintendent.*

## REPORT OF THE TEACHER TRAINING DEPARTMENT

The program of religious education is largely dependent upon a program of training workers. Into whatever field of activity we examine, the same query is put forward by those who are responsible—"Where can we get the people who can do this work?" Religious instruction for children, both in Sunday and week-day programs, is retarded by lack of competent teachers. Constructive programs for young people and adults suffer because of inadequate leadership. Reorganized, or modernized, schools lapse into disrepair when trained workers are not in charge. Well equipped plants and graded curriculum lose part of their value in the hands of those who are not prepared to use them. This obvious situation has made the training program of the Board of Sunday Schools not the program of one department, but a board program, to which all departments have given large consideration. All have felt the futility of delegating important responsibility to others than those who have been carefully instructed.

### Types of Field Activity During 1923

The training program during 1923 has been varied enough to attract a large number of workers who desire this better preparation.

*Local Church Classes.* The statistical reports show a rapid increase in enrollment of students in this form of activity. During 1923, 1,641 classes were registered with an enrollment of 19,291. This is an increase of 19 per cent over 1922. Such numerical increase in this form of training activity is especially gratifying in view of the other types of training opportunity which are being offered to local school workers.

*Correspondence Students.* The number of correspondence students enrolled has remained about the same. During 1922, 544 new students registered with the Training Department, and 541 during 1923, a decrease of 3. A large number of these correspondence students are instructors of local church classes who are taking this opportunity to become better equipped for leadership in the work which they have assumed to do.

*Standard Training Schools.* At one time the local church training class with its ally, correspondence study, was the only training agency operating in the Methodist field. In November, 1922, however, the first Standard Training Schools were held. These were organized as experiments of the Teacher Training Department at Phillipsburg, Pa., and Hazleton, Pa., in the Central Pennsylvania Conference. They were ably promoted by Mr. Keboch, of the Extension Department. A great deal of care was exercised in planning them. Competent instructors did the teaching. The response of the Sunday-school workers was very unusual. This type of training was so unanimously adjudged a success that forty-six other schools of this type have been held during the year 1923. In these schools there were 207 classes offered, furnishing instruction to an enrollment of 3,374 students. Twenty-seven of the schools were conducted under the supervision of the Institute Department, and 19 of them developed and administered entirely by the men of the Extension Department.

It is interesting to notice that 19 of these schools were held in rural and small town localities, administered solely to the workers of very small Sunday schools. Three of the Standard Training Schools were planned for, planned by, and administered by workers with the Negro constituency.

In the Standard Training Schools, only required subjects of the Standard Training Course have been offered, and only approved textbooks have been used. Each of the instructors has filed credentials with the Training Department, and their qualifications have been attested by the Superintendent of the Institute Department, by one of the men of the Extension Department, or both. The schools are held for at least five consecutive nights, with two class sessions of at least forty-five minutes each, in each subject, making a total of ten class sessions in each subject during the week. In order to receive credit, students are required to attend all sessions of the class, read the textbook, and submit creditable written work assigned by the instructor. One thousand three hundred and seventy-eight students in Standard Training Schools completed creditable work, and received seals from the Training Department during 1923.

The value of these schools has been so thoroughly demonstrated that they seem to be a permanent institution in our work. As rapidly as resources can be developed for manning and supervising them, there is no reason why they cannot be ministering forces in every Conference. They are introducing the training course to hundreds of workers who are recognizing its value to them, and many are returning to their local churches, not only able to render higher service in teaching, but realizing so keenly the value of training that their study is continued, and new classes for training are being organized in local churches as a direct result of Standard Training Schools.

*Summer Schools.* This has been the fourth year of our summer school program. Six schools were held in 1923, with a student enrollment of 966, as compared with 1,326 in 1922. Although this is a decrease of 360 students in the enrollment, the instruction which has been given justifies our claiming for these schools an excellence

which will rank them with similar institutions of other denominations.

*Schools for Town and Country Pastors.* Continuing the co-operation of other years, twenty-two classes in Sunday School Administration, and related subjects, were provided in the Schools for Town and Country Pastors, conducted by the Board of Home Missions. Instructors were very carefully selected, and subjects of the Standard Training Course offered. Three hundred and sixty-two pastors enrolled in these schools, and completed 415 course units of study for credit.

*Teacher Training in Colleges.* In some instances, the colleges and schools under Methodist Episcopal administration, and the Wesley Foundations, are now using our board in a very practicable and uniform plan of joint recognition of Teacher Training. At the beginning of each school year, these institutions are making request for Teacher Training credit for specific courses in their curriculum. With such requests, they submit data covering the textbook, length of course, conditions of credit, and credentials of instructors. In instances where these coincide with subjects of the Standard Course, Teacher Training credit is awarded. Under this plan, credit was given to 367 students for the work done in the school year ending June, 1923. Judging from requests received, there will be considerable increase during 1924. One of the pressing needs is a textbook series which will meet the demands of the work among non-professional students of religious education in our Methodist schools and colleges.

In addition to these courses, for which standard training credit is given, there is a large volume of valuable non-credit work done in schools and colleges. Reports received from these institutions show that 14,691 stu-

dents were enrolled in Bible and Religious Education Courses. A few colleges have not yet reported.

*Epworth League Institutes.* Another valuable non-credit ally has been found in the Epworth League institutes held during the summer. Sunday-school Methods classes were held in 37 Epworth League institutes with a student enrollment of 4,000.

#### STATISTICAL RECORD FOR THE YEAR

	1923	1922	Gain	% of Gain
Local Church Classes.....	1,641	1,374	267	19+
Students in same.....	19,291	16,059	3,132	19+
Correspondence Students	541	544	-3	-1
Students in Summer Schools .....	966	1,326	-360	-28
Students in Standard Training Schools.....	3,374	957	2,417	253
Other Students in Standard Courses .....	1,134	206	928	451
Students Enrolled in Credit Courses .....	25,306	19,092	6,214	32+
Students Enrolled in non-Credit Courses.....	18,691	17,886		
Total Students Recorded	43,997	36,978	7,019	19
Seals Issued .....	10,961	9,506	1,455	15+
Diplomas Awarded.....	108	114	-6	-6
Independent Certificates (sub-standard) .....	133	252	-119	-47
Classes Discontinued.....	3,456	976	2,480	254
Students in same.....	42,915	11,753	31,162	266
Classes Graduated (*) .....	84	109	-205	-23
Students in same (*).....	241	358	-117	-31
Net Enrollment:				
Classes .....	2,219	4,118	-1,899	-46
Students .....	35,753	53,594	-17,841	-33
Expenditures .....	\$14,034	\$15,562	-1,528	-10

(\*) Most of these graduations are from a sub-standard one-year course.

#### Administrative Developments During the Year

The local church training class is still our most general training agency. The significant increase during the past year shows that the church recognizes this fact. Every

effort is being made to bring this work to a more effective level, and with gratifying results. During the past year, the improved service to instructors of local church classes has included:

1. Free Teacher's Guides to instructors using textbooks for which Guides have been prepared.
2. Free Correspondence Courses to instructors who request them.
3. Periodic personal letters to instructors, giving counsel relating to the administration of their work.
4. Every examination paper returned to the student after grading.
5. Free Home Study Normal Course in one text.
6. Instructors urged to prepare their own examination questions for use after approval or revision of the Training Department.

This last provision gives ample opportunity for the recognition of differences among classes in allowing the examinations to be prepared at the source of instruction. Discriminating instructors are welcoming this suggestion, and are co-operating heartily at this point.

The result has been exactly as expected: a great increase in the number of classes completing the textbook, and a corresponding increase in students writing creditable examinations.

In the Standard Training Schools instructors are used who are more convincing and more capable than have been the instructors of many local church training classes. At least four subjects have been offered in each school, and students have been guided to select subjects more appropriate to their interests and needs than has sometimes been the case in the typical Teacher Training class. The excellent supervision which has been given to these students by the Institute Department, and by the men of the Extension Department, has guaranteed for those who

have attended a higher type of training opportunity than many of these students have previously experienced.

Additional direction to the field has been attempted through several folders and leaflets printed by the department during the year. The names of these are:

- "The Standard Program of Training."
- "Training Plans for the Local Church."
- "Training Workers for To-morrow's Church."
- "The Superintendent and His Teacher Problem."
- "Rural Leadership Training in Every Rural Community."
- "Workers' Conferences."

### Results of the Year's Work

The year's work has produced results which can be classified under three headings:

*Increase in Trained Workers.* The training activities of the board have offered to volunteer workers in Sunday schools a greater number of opportunities for training than has ever been the case before. When we add to the 1,641 local church classes, the 46 Standard Training Schools, 6 Summer Schools, 11 Rural Pastors' Schools and 37 Epworth League Institutes offering classes in Sunday-school Methods, to say nothing of the college classes and the hundreds of community classes, through which some of our Methodist workers are receiving training, we realize that our constituency is being quite largely reached by the training program. On close examination of the field, we find, of course, that there are still many unreached sections to which our program must still go, but the significant increases of the past year make us very hopeful for the future. During 1923, 10,961 course units were completed by students in these various training activities. This represents the work of 8,149 students, 4,714 of whom (55 per cent) had never before

been registered in any type of training course, while the remainder, 3,435 (45 per cent), were former students who were continuing their work in the Standard Course.

In addition to these, there were thousands of other students who received large values from the courses which they attended, but who declined for one reason or another to meet the conditions which would give them credit for their study. These, however, received valuable instruction as audit students and were stimulated to a more effective kind of service.

*Decrease in Class and Student Mortality.* One of the big problems of the Teacher Training Department has been the lack of persistence of those who have enrolled for study courses. This has been especially true of the work done in the local church training classes. In some years our records have shown a very low percentage of registered classes actually completing the study of the book for which they were enrolled. The first year of the present Standard Course showed the highest mortality, when only 12 per cent of all registered classes completed the work for which they registered. All others fell by the wayside. From that time, there has been a steady progress in the solution of this problem so that for the first eight months of the year 1923 more than 60 per cent of the registered classes actually completed the study of their textbook and took the examination. We are feeling that the registration of classes is not the most significant item in our program, but that the real values come to the workers in local schools when classes which have registered actually complete the work to which they have set themselves. We are confidently expecting further decrease in the mortality of training classes.

There has been corresponding progress in the percentage of students who have completed the study of the training texts. Here again, the year 1917 was the low

mark. One hundred and ninety-two students, or 9 per cent of those who registered during the year 1917 in the new Standard Course have completed and passed a creditable examination on the textbook. The progress at this point has not been so rapid as in the matter of classes, since there are many individual students who refuse to be examined even in classes where some of the students complete their work. However, we find that for the first eight months of 1923, 4,180 students, or 36 per cent, have received seals, indicating creditable examinations. We feel that these results are directly due to the increased service which is being provided to instructors of local church classes, and realize moreover that a continuance of such guidance and supervision will still further tend to solve our mortality problem.

*Development of Approved Instructors.* With the development of the Standard Training School has come the necessity for discovering a group of instructors who can provide the teaching for these schools. These have been recruited from the field, and constitute an imposing group of educational leaders who have joined with us in this program. Counting those who were approved for work in both Standard Training Schools and Summer Schools, a total of 137 were urged into service. The data concerning these are very significant. One hundred and thirty-five of them were high school graduates, 122 were college graduates, and 69 had graduate professional training in the field of religious education. Even more significant was the fact that nearly half of them indicated that they had not previously served in programs of training local school volunteers. Our board, by marshalling this group together, and providing a channel through which the church can be served, has indicated a service which has not nearly exhausted its possibilities. Beside these 137, there are doubtless hundreds of others who are

similarly well equipped for this work, and who can, if we summon them to it, extend to the church a leadership of the highest order in the field of religious education.

### Needs of the Work

The cause of training workers for their religious educational task in the local church has certain very definite needs which are both moderate and easily met. The quality of the work is dependent upon the completeness with which these provisions are made.

*Teachers' Guides.* At the present time we are able to provide Teachers' Guides for only the following texts:

- "Methods with Beginners," Danielson.
- "Primer of Teacher Training," Brown.
- "Life in the Making," Barclay-Brown.
- "The Organization and Administration of the Sunday School," Cuninggim-North.
- "A Methodist Church and Its Work," Tippy-Kern.

This means that instructors of classes using Bible texts and texts on the principles of teaching must labor without guidance from our department. Requests which come from these instructors are so numerous that one of the greatest contributions which can be made in the immediate future to our work would be the preparation of teachers' guides for others of the required general and specialization subjects.

*A More Complete and Flexible Curriculum.* As our students continue their training, we are constantly confronted with a textbook problem.

1. For certain units of study no textbooks whatever are provided. This is most largely true among the specialization subjects where we have repeated demand.
2. For certain of the units of study textbooks prepared by other agencies than our own, and not approved by our board, are preferred to the approved texts. This

is true for some of the general subjects as well as in the specialization fields.

3. With the rapid development of the program of the International Sunday School Council of Religious Education, we shall soon be expected to recognize in our work those texts of other evangelical denominations which have the approval of the International Council. Already we are finding evidences of this development in our work.

Our training work needs to have the Curriculum Committee study the entire training curriculum as a unit to discover if it is adequate for our present needs. For the most part, it has been in use for several years, and we have gained enough experience from its promotion to make a more accurate evaluation of its service to the field than was possible at the time it was first projected. We need also a flexible definition of the curriculum so that we may include in our administrative plans the splendid contributions which are being made to our field by others than our own editorial specialists.

*Educational Supervision.* As was indicated last year, we need a larger degree of educational supervision in this work. There has been some progress in this regard during the past year, but we must go further. The development of the past year has been without increasing our administrative force, and the great increase in volume of business has at times been overwhelming. Churches, whose programs have needed immediate attention, were compelled to wait merely because there was no one available to render them the service desired. They have been very patient about this, but we hesitate to continue a policy of restricted service. Our work has grown to the place where someone in authority and in full understanding of every item of the training program must be at a desk in the training department every working day of the year. Our hope is for an office assistant, with some

training in the field of education, whose judgment will be respected and whose appreciation of training problems in the field will be so keen as to make valued assistance an assured fact. Revision of examination questions, approval of schools and instructors, and other urgent items, are even now being held in abeyance because this person has not been secured. We are hoping that the not distant future will yield this expansion to our work.

*Leadership School.* As our field program develops, we are repeatedly impressed with the need of a school for training leaders. In the Standard Training Schools of the past year, it was necessary to use many instructors whose work would have been improved by a course of training for themselves. Some of our more forward-looking churches are developing programs of training which are unusually significant. One church has seven classes in session every Thursday night; another church has an enrollment of 269 workers, meeting for training each week; still another church has four classes meeting regularly for purposes of training. The administrative officers in charge of this training work in the local churches should be receiving training themselves for the important task to which they have been assigned. Now that we have 348 graduates of our Standard Course, we should be providing for them additional training in order that they may be equipped for unusual service. Increasingly, our Methodist churches are securing directors of religious education. Some of these have university training, but large numbers of them are volunteer or part-time workers who need more than we are giving them through the Standard Training Course, and more even than they will get through the textbook study of the principles treated in the advanced course. We need to provide for these various types of workers a leadership school.

### Activities for 1924

It has already been noted that the training classes in local churches do not furnish to the Training Department the baffling promotional problem which once they did. For this reason the past year has seen very little promotional activity along these lines.

*Local Church Training Program.* There has been growing up, however, a type of program which needs encouragement and stimulation. To our certain knowledge, scores of churches have elected superintendents of training who are actually and literally fulfilling their commission. Several of them have already organized programs of training with courses developing in pedagogical sequence, with trained instructors provided and a large number of students enrolled in serious work. Some of these programs have been initiated by the Training Department of the Board of Sunday Schools and the response to this more thorough way of attacking the problem of untrained workers in the local church has demonstrated that there are many pastors, superintendents and directors of religious education who are anxious to work on a thoroughgoing plan.

*Graduates from the Standard Course.* In the past the Training Department has been greatly interested in soliciting new recruits to the training program. Witness the fact that during the past year 55 per cent of those who have received certificates had not been enrolled in our training work previously. This is very fine, but we feel, also, the great need for having these students who took their work continue in additional subjects after the completion of the first textbook. Literally thousands of workers who have received standard training certificates from our board have stopped studying at the first subject. There are many others who have gone on and are in

various stages of completing the course. During the past year only 108 received standard diplomas showing the entire twelve course-units accredited. We are beginning immediately to put the pressure on the partially trained enrollment in the expectation that a very obvious situation will be changed.

One of the large factors in bringing about the successful year which has just closed has been the enthusiastic loyalty of the young women who are administering the departmental work. They are well informed about the program and, with increasing degree, are taking a personal interest in the problems which arise. As the volume of work increases their complaint is not of excessive burden but rather that they are unable to render as much service as they would like to do in individual cases. We are extremely fortunate in our present office personnel. These may be depended upon to carry forward to larger usefulness the training program of our board.

Respectfully submitted.

ROGER ALBRIGHT,  
*Superintendent.*

**REPORT OF THE YOUNG PEOPLE'S DEPARTMENT****I. The Problems of Young People**

For many years the church has looked upon young people as a vast, unsolved and sometimes unsolvable problem.

The days immediately after the close of the war witnessed to the fact that the young people of the participating nations had become self-conscious. The first reaction was against the old shibboleths of church and state. The standards, customs, traditions, and creeds of generations past were cast aside. Paternalism, institutionalism, adult dominance have gone overboard with other more or less desirable life factors.

The idea has crystallized that a generation which had to be used to save a world brought to the point of self-destruction by the old programs, has the capacity and should take the opportunity to rebuild that world so it will not again need to be saved by the blood of millions.

*The youth movements.* It is to be noted that practically every one of these movements is an urge toward the spiritual interpretation of life. The youth of today have not abandoned Jesus Christ; they may have turned away from the church. Herein lies both our hope and our despair. Can young people be brought back, or can the church be changed? The return of young people to the church depends upon the solution of certain problems which confront *them* as they look for the place where they may gear into the life of the church.

1. *Lack of Confidence.* Many sincere people confuse the demand for self-expression and the new freedom with moral decline. Young people tend to live up to our expectations of them.

2. *Disillusionment.* The inside conditions of church and state have never been so familiar as at the present day.

3. *Intellectual Honesty.* The educational system of today demands reckoning with all the facts before conclusions are reached. Our young people are the products of this system, which we ourselves have established. Bishop Nicholson declares that if the thinking of the past has been accurate, we may depend upon accurate thinking in the present to reach the same conclusions. Defenders of the Faith, who insist upon acceptance without thinking, evidence to young people their lack of faith, and defeat the very purpose that they have in mind. The doctrine of fear has lost its efficacy in dealing with modern life.

4. *Deductions.* The deductions of childhood and youth are immediate, logical, and cannot be explained away.

The deductions young people make are obvious. They may not always be such as the church would desire.

5. *Leadership.* An adequate leadership, sympathetic, competent, far-sighted, is essential if youth is to be won back to the church.

Young people have looked to the church for the voice, not of authority, but of constructive leadership. In many instances they have looked in vain, and youth movements, which might have become a great asset, have developed into a serious menace.

6. *Grouping and Organization.* Young people naturally resent improper social and age grouping. This is an age old problem of church, school and home. The public school has attempted to meet it by a variety of professional, technical, academic courses and schools, and by the development of extra-class activities to meet social needs.

*Elimination.* The ages of 12 to 24 mark the period of greatest elimination in the Sunday-school membership, with the highest point reached between 12 and 15.

*Equipment.* Provision is generally made for children and adults, but little provision for young people. The vast majority of our church buildings have little or no equipment for the young people's social and recreational life.

There is too frequent lack of organization to develop pupil leadership.

There is lack of *a program for the total life*. To reach and to hold young people a whole life program is essential. Thirty-seven per cent of our churches do not have other than the Sunday-school program for young people.

An all-round young people's program includes the following fields of expression:

*Worship.*

*Study and Training.*

*Service.*

*Social and Recreational.*

The principles of Christian living must be carried into the whole of life. A main center of youthful activity is in the field of social and recreational contacts.

7. *Lesson Materials and Teaching Methods.* Public schools and colleges have given to our young people a man's size conception of the cosmos. It is real tragedy when young people do not find in the Sunday school and church a man's size conception of religion, commensurate with and spiritually interpreting this larger conception of the world in which they live.

8. *Life Investment.* The spirit of volunteering is as prevalent in the youth of today as in any generation. Vocations of every sort may be imbued with spiritual vitality if the church will make such interpretation. The whole of life must have spiritual content and interpretation if the challenge to invest is to meet squarely the

desire of youth to throw itself into the remaking of a world.

9. *Evangelism.* Youth is a growing, enlarging life and each new area as it develops must be infused with the life principles of Jesus. This demands upon the part of the church both types of evangelism.

## II. Meeting the Problems

Throughout its history the department has built its programs upon the philosophy that the learning process is one in which the individual himself must participate, and that it consists largely in "finding the way out." It is clear, therefore, that the leader and teacher must be one who can so organize the circumstances about the young person that he will be challenged and stimulated to search for the way. The production of dissatisfactions with things as they are is, therefore, a chief task for leadership. It is inevitable that departmental and class grouping and organization, with a complete program of pupil participation, are the factors around which our promotional activities must center.

### Department and Class Organization

Charters were issued this past year to 41 newly organized departments which met our standards.

Intermediate .....	8
Senior .....	7
Teen Age .....	18
Young People's .....	8
Total .....	41

Over 16,000 copies of *The Young People's Outlook* on departmental organization and program have been sent out to promote the standards of young people's work in the local church.

An issue of *The Outlook* has been prepared on the work of the class, its organization, methods and materials. This is distributed for the purpose of promoting more efficient class work. This year there have registered with our board 5,346 standard classes.

At the present time there are being promoted by the department, in harmony with our Curriculum Committee program, the Improved Uniform Lessons, the International Graded Lessons and elective lesson courses for use in Senior and Young People's classes.

*Leadership Training Courses* for use in young people's classes and church night young people's groups are those officially accepted as standard training texts. We co-operate as fully as possible with the International Sunday School Council of Religious Education through all of its state and provincial activities in leadership training, and with other denominations, particularly the Methodist Episcopal Church, South, in joint training schools for workers with young people and with the young people themselves.

Leadership training is carried on through correspondence, *The Young People's Outlook*, leaflets on teacher training literature, classes in institutes and summer schools, personal visitation, and through young people's classes on church night. At present there is no reliable source of statistics on the percentage of young people taking training courses, but throughout the church there is increasing indication of larger numbers of young people going into the training classes.

### Recreation

Our program of recreation for young people is outlined in Mr. Powell's "Recreational Leadership for Church and Community," published in February, 1923. It has been the text for our recreational classes in all of our

summer schools; and some of our Standard Training Schools. Many Epworth League institutes have used this book as a text, also the Methodist Episcopal Church, South.

One phase of the summer program of recreation for the early adolescent group is found in camping. This year we have had reported 26 new camps. The department directed a camp for girls of 12 to 15 years of age for the Park Rapids District. It demonstrated the desirability of having the camp idea for girls of all the churches in the district. This age-group was selected because the Epworth League institutes and the Summer Training Schools take care of the older young people.

A "Camping Number" of the *Young People's Outlook* promoting the church camp idea, has been distributed widely.

### Correlation

One of the most vexing problems connected with young people's work is that of overlapping and duplication within the local church. The attitude of this department has always been clear and unmistakable. It believes that correlation does not imply or necessitate elimination nor absorption. A definite, concrete method of securing correlation is found in Chapter V of the *Handbook for Workers with Young People* and is frankly offered in all our institutes, schools of methods and correspondence.

It is our conviction that the speedy accomplishment of correlation in local church activities for young people will do much to eliminate the dissatisfactions and remove the handicaps to winning back our young people to the church.

### Life Service

To choose life work intelligently as well as emotionally, information upon occupations, needs, requirements

and capacities is vital. We are developing a life service curriculum.

Courses have been given at our summer schools. An interesting experiment in life service work was carried out last summer in the Young People's Section at the Dickinson Summer School. Under the leadership of the young people themselves there were seven that indicated their desire to prepare for full-time life service. Previously nine other young people had decided. This made a total of 16 out of a group of 120.

Our department has co-operated from the beginning with the Commission on Life Service and the Epworth League in the production of literature for and the directing of Older Boys' Conferences. This past year there were 12 conferences held in the spring and six in the fall, making a total of 18 such meetings, with an attendance of approximately 2,200 boys.

Our department has co-operated also in college visitation, members of the department being assigned to such work as their time made possible.

During the past year the department has printed and distributed approximately 65,000 copies of departmental leaflets. *The Opening Service* alone, upon request, was distributed to approximately 3,000 churches. Fifteen thousand of *The Young People's Outlook*, with promotional plans for the work of our age-groups, have been distributed during 1923.

### III. Field Activities

The major lines of field activity of the department are as follows:

- Summer Training Schools.
- Older Boys' Conferences.
- Standard Training Schools.
- Personal Visitations.

Camps.

Young People's Assemblies.

Participation in Interdenominational Committee and Commission meetings.

During the year the attempt has been made to secure in each local church a representative who should become responsible for the promotion of young people's interests. Slightly under 2,000 persons have actually been enlisted at the present writing. Possibilities in this method of promotion are almost unlimited.

#### IV. Personnel

For five years Rev. Warren T. Powell has been associated with the Department of Young People's Work. His scholarship, his rich experience, his unusual personality have both endeared him to the entire staff and made him a strong factor in all our deliberations. January 1, he severed his connection with this office to become the Director of Religious Education of Trinity Church, Springfield, Massachusetts. His going is a severe loss to the department and to the board. He goes to his new work with every good wish and with the knowledge that every assistance which the board may be able to offer is available for him in his new field.

During the year Miss Marian L. Norris and Miss Madge Sanford have been added to the department personnel.

By far the most complex and difficult task ahead is how to get the local church workers fully acquainted with the materials and methods of young people's work. A happy beginning has been made in the wider use of our Standard Training School program both by our field men and by the Institute Department. The Sunday-school literature is constantly offering most helpful information

to the readers. There is no substitute for the personal approach.

Our department faces in 1924 the job of increasing our personal field contacts. This involves the enlisting and training of a group of volunteer field representatives who, as approved teachers in Standard Training Schools and department representatives in schools and districts, will carry the information to the last school. Steps have already been taken to accomplish this.

The religious interests of our young people in tax supported institutions are receiving splendid help from the Wesley Foundations. We hope these will be increased in number and support.

The following figures from one of our Methodist *Grade A* colleges indicate the nature and scope of the denominational college campus problem: (Study was made of the graduating class only.)

40-45 per cent did not believe in a personal God, though 90 per cent claimed to be Christians.

51 per cent seldom attended church during the four years, yet 85 per cent were church members.

70 per cent received no religious instruction during the college course.

56 per cent declared the college course had not deepened their religious beliefs.

A generation of college men and women who have, what Dr. Kingman calls, "Whole-hearted devotion without conviction" offers scant hope for the coming of the Kingdom.

The farming out of the religious responsibilities and interests in our Methodist colleges to extra-church agencies has brought its reward. The presence on the campus of officials other than deans who, in addition to handling the matters of personal relations and adjustments of students, are representatives of commercial

interests, may easily become serious impediments to successful Christian life-work projects.

In 1898 the ministry stood first in the number of men from a graduating class who chose it as a life work; business stood sixth. In 1922 the order was exactly reversed; of 43 men who entered college to prepare for the ministry, 16 finally entered theological training schools.

The department hopes through the Commission on Life Service and through direct appeal to pastors in college town churches, to presidents and in co-operation with the Board of Education to help in the improving of this situation. Our college trained young men and young women must come to their old or new church home with an adequate conception of both physical and spiritual truths, of course. But they must also have a working knowledge of the principles, materials and methods of religious education in the local church and community.

During the year just beginning the unifying of the work in local churches will doubtless receive considerable attention. It is earnestly hoped that the actions of General Conference may further the unification of programs for young people to be used in the local churches.

For the constant sympathy and active support of the Corresponding Secretary and other members of the staff; for the enlarging opportunities to serve its constituency; for the leadership of the Spirit of Christ all members of the Young People's Department are deeply grateful. To Him be the glory.

Respectfully submitted,

JAMES V. THOMPSON,

*Superintendent,*

WARREN T. POWELL,

*Associate-Superintendent.*

## REPORT CONCERNING WEEK-DAY AND VACATION CHURCH SCHOOLS

### General Statement

The movement for week-day religious instruction is age-old. From the very beginning of religious history the parents and religious officials have had more or less definite plans of instructing childhood and youth in the principles and practices of the religion involved. With the increasing complexity of social life, the enriching of the public school program, the advent of apartment-house homes, specialization of tasks and people, has come a greater burden than the church school has been able to carry, in the time and under the conditions allotted to it.

The range of experience in seeking this end has been broad and varied. Out of it all have come several generally accepted ideas: Separation of church and state. No adequate substitute for the home in the teaching of religion.

The curriculum must be as high grade, as thoroughly educational and as worthy of respect and confidence from the parent and the pupil as is the public school curriculum.

Teachers must be as high grade, as well trained, as efficient as any other teachers for corresponding grades in any school system. Week-day church schools must have equipment and housing the equal of any other school system.

Week-day church schools must provide an atmosphere of spiritual vitality without which the project fails at its most important point.

Time used in the week-day school ought not to be additional school time added to an already over-crowded public school schedule. The fatigue element in child life must be recognized.

Adequate finance must be provided to carry on a thorough-going, permanent project.

A system of week-day religious schools must become a vital and permanent part of the activities of the church.

Training in materials and methods of week-day church school must become a part of regular training for religious workers. Special courses intended to equip an adequate leadership for this field must be provided.

Pastors must become thoroughly acquainted with the principles and methods of week-day church school activities in order to supervise and direct the work in their own churches.

The organization for the administration of week-day church schools must be responsible to, representative of, and responsive to, the local churches back of the project.

Several common problems appear in connection with the establishment of week-day schools in local situations:

(a) *Time.* The school codes of the various commonwealths differ greatly in the opportunity which they afford for correlation of week-day religious instruction and public school administration. The method of securing it and the amount of time to be secured are a real problem for local administrators of week-day church schools.

(b) *Curricula.* The necessity for having curricula materials planned specifically for this type of work is apparent.

No single system of lessons can ever meet adequately the varying conditions and needs in this field. By far the most acceptable and widely used series of texts

in present use is *The Abingdon Series* issued through our Methodist Book Concern.

(c) *Finance.* The range of cost per pupil per year for two teaching periods per week varies from fifty cents per pupil to \$19.30. A project that is to become a permanent part of community and local church activity must be firmly based from the financial standpoint. The present thinking indicates that it should become a regular item of local church budgets.

(d) *Leaders.* The barrenness of desirable personnel in this field is a standing challenge to our church colleges, universities and theological schools.

The most recent developments in the field of curriculum construction are along the line of unification and correlation. The church school system must be unified and the program of the church school, with its Sunday session, its week-day session and its vacation activities, must offer to the pupil one single, correlated, and unified program.

At its session in Des Moines the last General Conference appointed a commission to study the entire situation with reference to week-day religious instruction.

Surveys of the commission have embraced theological schools, colleges and universities, and Wesley Foundations in an attempt to discover what opportunities are offered for training an adequate leadership in our regular educational channels. Studies have been made of systems of week-day schools by personal investigation. Study has been made of the vacation church school. The commission is under the impression that the report which it will render to the General Conference at Springfield will be of unusual value in directing the attention of the church to this important phase and really new epoch in the history

of education. It is interesting to note that the *World Service* volume indicates only one Board of our church as recognizing in any way its responsibility as well as the opportunities in connection with week-day and vacation church schools. Should the General Conference assign this responsibility to our board it will become one of the greatest opportunities which we have ever faced.

### VACATION CHURCH SCHOOLS

During 1923 approximately 7,000 schools involving approximately 700,000 American boys and girls were held. Methodists, Presbyterians, Baptists, and Congregationalists are the leading denominations working in this field, with the Methodists standing third in the number of schools and second in the number of pupils involved. There is little doubt but that the excellence of their teaching materials and methods easily places the Methodist schools which used our own Book Concern productions in first place.

A brief administrative booklet and organization guide, also the Program Guides I, II and III authorized by our board for use in vacation schools, have been more or less widely used, and with much satisfaction. During 1923 through the Abingdon Press an administrative book "*The Vacation Church School, Its Organization and Administration*," Stout-Thompson, was issued. Also "*Knights of Service*," Bradshaw, and "*Guide Book for Teachers of Knights of Service*," Hawthorne, for use in junior groups was brought out. This is the first of a three year cycle unit for use with junior pupils. Similar materials for the primary group in three year cycle and for the beginners' group in two year cycle are being prepared.

College students and public school teachers make up the largest proportion of teachers. It is a vacation time project with them. Because of this, brief two-day or three-day institutes have been held by denominations and in interdenominational assemblies at various points throughout the country as a means of giving brief illumination, instruction and training looking toward the conduct of the vacation school.

### Immediate Future

Certain needs are apparent when one looks into the future of week-day and vacation church schools. Among these are:

(1) *Leadership.* A movement that meets with as immediate and popular response as does the week-day and vacation church school idea is bound to develop too rapidly. Straight thinking based upon scientifically accurate data is the primary need in this field at the present moment.

(2) *Supervision.* The problem of supervision is one that the immediate future must settle if the work is to develop as it should.

There is need for a type of person to be assigned to various fields, conferences, areas or other divisions whose business it is to stimulate the development of week-day work and live with the projects initiated within the field. Experienced men and women can be had for this work only when adequate financing is possible.

The greatest single challenge we face is for competent supervision both general and local. In connection with local situations there is, of course, the need for teachers trained for this particular type of work. We must look to our colleges, training schools, and theological schools for these persons.

(3) *Curricula.* There is strong need for lesson materials arranged so that they may be used in church schools in the open country where the rural public school teacher becomes the week-day school teacher also and must of necessity handle the entire situation on a one-teacher basis. Several such schools are now being carried on, the teacher being forced to make adaptations of the existing material or to violate educational principle and instruct children by using materials provided for other age groups.

The time has come for increasing our activity in this field. The more or less quiet years of the last two quadrenniums have provided us with a body of curricula material that is easily the best in print. During these years, methods of promotion, types of organization and principles of administration have been wrought out, plans for supervision in this field have been developed, contacts with other denominational leaders in this field, with the international agencies and with other boards of our church have been established. It would seem, therefore, the logic of the situation demands that we go forward.

Respectfully submitted,

JAMES V. THOMPSON.

**THE BUREAU OF ARCHITECTURE**

The Bureau of Architecture has had a busy quadrennium. Three thousand five hundred churches have requested help; 1,800 sketches have been sent out; 1,900 office conferences have been held with building committees, and 400 visits to the field for the purpose of studying the particular needs of the individual churches have been made. During the quadrennium 1,100 sets of other architects' drawings have been reviewed for approval. Hundreds of churches situated remotely from the centers where good counsel could be secured from architects have been served by the bureau. Enough churches of the type we recommend are now in existence to enable us to refer inquirers to these churches for observation.

### LIFE INCOME BOND

We call special attention to the Life Income Bonds of The Board of Sunday Schools. Persons who have money which they wish to devote to the Sunday-school cause, but the income of which they need during their lifetime, should carefully consider this plan for the following reasons:

1. It makes certain that the money will not be diverted by any legal proceedings from the object for which it is designed. A will may be broken and a bequest diverted from the object named by the testator or testatrix, but once in the treasury of The Board of Sunday Schools as a gift, said Board giving a bond in which it pledges a certain sum to the donor every six months during his lifetime, there is no possibility of diversion.

2. The income to the donor will be met, free from deductions of any kind.

3. The income is absolutely sure and continuous without interruption until the last day of life.

4. No time is lost by reason of the necessity of reinvestment, nor is there occasion for the slightest anxiety as to the safety of the funds. There is no risk as in business enterprises, which may fail or become unprofitable.

5. Upon the death of the annuitant the money becomes available at once for the advancement of God's Kingdom in the religious training of childhood. Money so invested is treasure that cannot be stolen or destroyed by flood or flame. Note carefully the following schedule of rates paid by The Board of Sunday Schools to holders of Life Income Bonds at age:

40	4. %	50	5. %	60	6. %	70	7. %
41	4.1%	51	5.1%	61	6.1%	71	7.1%
42	4.2%	52	5.2%	62	6.2%	72	7.2%
43	4.3%	53	5.3%	63	6.3%	73	7.3%
44	4.4%	54	5.4%	64	6.4%	74	7.4%
45	4.5%	55	5.5%	65	6.5%	75	7.5%
46	4.6%	56	5.6%	66	6.6%	76	7.6%
47	4.7%	57	5.7%	67	6.7%	77	7.7%
48	4.8%	58	5.8%	68	6.8%	78	7.8%
49	4.9%	59	5.9%	69	6.9%	79	7.9%

For eighty and over the rate is 8%.

For additional information on this subject, address the Treasurer of The Board of Sunday Schools, 58 East Washington Street, Chicago.

## FORM OF BOND

No. .... \$.....

THE BOARD OF SUNDAY SCHOOLS  
OF THE  
METHODIST EPISCOPAL CHURCH  
CHICAGO, ILL.

LIFE INCOME BOND

*Know all men by these presents:*

WHEREAS, .....  
 of ..... has given to and paid  
 into the treasury of The Board of Sunday Schools of the  
 Methodist Episcopal Church, a corporation organized under the  
 laws of the State of Illinois, the sum of .....  
 Dollars, said sum becoming by said gift the absolute property  
 of said Board, to be held and used by them as a permanent  
 endowment fund, the proceeds of which shall be devoted to the  
 uses and purposes of said Board,

Now, THEREFORE, in consideration of said gift, said Board  
 hereby binds itself and its successors to pay to said.....

..... an annuity of ..... Dollars  
 during ..... natural life, payable in ..... yearly  
 installments of ..... Dollars each on .....  
 at .....

Upon the death of said.....  
 said annuity shall cease; but the legal representatives of said  
 annuitant shall be entitled to the proportion of the  
 yearly installment of said annuity which accrued subsequent to  
 the last payment to the annuitant and prior to the death of said  
 annuitant.

By the acceptance of this bond all the recitals and agreements  
 herein contained become binding upon said annuitant and.....  
 legal representatives.

IN WITNESS WHEREOF, The Board of Sunday Schools of the  
 Methodist Episcopal Church has caused these presents to be  
 signed by its President and Corresponding Secretary and its  
 corporate seal to be hereunto affixed by its Recording Secretary  
 this..... day of ..... A. D. 19.....

THE BOARD OF SUNDAY SCHOOLS OF THE  
METHODIST EPISCOPAL CHURCH

ATTEST By.....  
 President.

Recording Secretary.

Corresponding Secretary.

**FORM OF BEQUEST**

I give and bequeath unto The Board of Sunday Schools of the Methodist Episcopal Church, a corporation organized under the laws of the State of Illinois, the sum of ..... Dollars, for the purposes of said Board, and for which the receipt of the treasurer thereof shall be sufficient discharge.

In making wills care should be taken to use the precise "Form of Bequest" here given. This will prevent any possibility of mistake.

## THE BOARD OF SUNDAY SCHOOLS OF THE METHODIST EPISCOPAL CHURCH

### I. Incorporation.

DISCIPLINE, PARAGRAPH 468, SECTION 1. For the moral and religious instruction of our children, and for the promotion of Bible knowledge among all our people, there shall be a Board of Sunday Schools, duly incorporated according to the laws of the State of Illinois, and having its headquarters in the city of Chicago. The said Board shall have general oversight of all the Sunday-school interests of the Methodist Episcopal Church, and shall be subject to such rules and regulations as the General Conference from time to time may prescribe.

SECTION 2. The Board of Sunday Schools shall be composed of the Corresponding Secretary of said Board and the Editor of Sunday School Publications, who shall be *ex-officio* members thereof; three effective Bishops, one member from each General Conference District, who shall reside therein, and a sufficient number of members at large to make up the number of twenty-nine as the entire membership of said Board. There shall be both lay and clerical members, such as are expert in Sunday-school work. All the members of said Board except the two *ex-officio* members shall be elected by the General Conference upon nomination of the Board of Bishops.

SECTION 3. It shall be the duty of said Board to found Sunday schools in needy neighborhoods to contribute to the support of Sunday schools requiring assistance; to educate the church in all phases of Sunday-school work, constantly endeavoring to raise ideals and improve methods; to determine the Sunday-school curriculum, including the courses for teacher training; and, in general, to give impulse and direction to the study of the Bible in the church. It shall also be the duty of said Board, after consultation with the Editor of the Sunday School Publications, to recommend to the Book Committee the kind and character of literature, requisites, supplies, etc., needed for use in our Sunday-schools; and the Publishing Agents shall provide and publish such literature, requisites, and supplies as, in the judgment of the Book Committee, the best interests of the church may demand. It shall also be the duty of said Board to promote such organizations of men as the organized Bible classes, Brotherhoods, and kindred organizations.

SECTION 4. It shall be the duty of the Board of Sunday Schools to revise annually its list of members. In case any member representing a General Conference District remove therefrom, it shall declare his office vacant, and in case any member be inattentive to the duties of his office, or guilty of improper conduct, it may remove him by a majority vote of all of the members of said Board. All vacancies in said Board may be filled by a majority vote of the remaining members thereof.

SECTION 5. The executive officers of the Board shall be the Corresponding Secretary and the Editor of Sunday School Publications, whose duties shall be as hereinafter defined.

SECTION 6. The German Editor of Sunday School Publications in Cincinnati shall be the German Assistant Secretary of The Board of Sunday Schools, without additional salary. He shall also be an advisory member of the Board.

## II. Corresponding Secretary

PARAGRAPH 469, SECTION 1. The General Conference shall elect quadrennially a Corresponding Secretary of The Board of Sunday Schools. Under the provisions of the Discipline and the authority, direction, and control of said Board, he shall conduct its correspondence and business, except in so far as they relate to the duties of the Editor of Sunday School Publications. It shall be his duty to recommend to the Book Committee the preparation and publication of such Sunday-school requisites and supplies as in his judgment may be necessary. His salary shall be fixed by The Board of Sunday Schools and paid out of the funds thereof. He shall be *ex-officio* a member of the Board.

SECTION 2. The Corresponding Secretary of The Board of Sunday Schools may be suspended by said Board for any cause it may deem sufficient. In case of such suspension said Board shall fix a time, at as early a date as practicable, for the investigation of his conduct. After such investigation, said Corresponding Secretary may be removed by a two-thirds vote of the entire Board of Sunday Schools.

SECTION 3. Any vacancy in this office caused by death, resignation or otherwise, shall be filled by The Board of Sunday Schools, subject to the approval of the Board of Bishops.

## III. Editor of Sunday School Publications

PARAGRAPH 470, SECTION 1. The General Conference shall elect quadrennially an Editor of Sunday School Publications.

SECTION 2. He shall prepare and edit all books and literature included in the Sunday-school curriculum, and all other required Sunday-school publications.

SECTION 3. He shall be *ex-officio* a member of The Board of Sunday Schools, but his salary shall be fixed by the Book Committee and paid by the Publishing Agents. He shall be amenable to the Book Committee as provided in the *Discipline*.

## IV. Other Officers

PARAGRAPH 471, SECTION 1. The Board shall elect from among its members a President and two Vice-Presidents. It shall also elect a Recording Secretary, and a Treasurer. It may, at its discretion, elect an Assistant Corresponding Secretary and such other Assistants as it may deem necessary for the proper and efficient conduct of the work of the Board.

SECTION 2. All these officers shall be amenable to the Board for the faithful performance of their duties and may be discontinued or removed by a majority vote of the Board. Their compensation shall be fixed by the Board and paid out of its funds.

**By-Laws**

1. The Board shall hold its regular meetings on the first Wednesday in February in each year. Special meetings may be held at any time by order of the Executive Committee, or on the call of the President, Corresponding Secretary, and Editor of Sunday School Publications acting jointly. The fiscal year shall close on December 31.

2. Eleven (11) members shall constitute a quorum at all meetings of the Board.

3. The work of The Board of Sunday Schools shall be done under the following departments, under the direction of the Corresponding Secretary of the Board:

DEPARTMENT OF GENERAL ADMINISTRATION, to include all matters of administration not included in the following departments.

DEPARTMENT OF ELEMENTARY WORK, to include all matters relating to the Elementary work of the Sunday school.

DEPARTMENT OF YOUNG PEOPLE'S WORK, to include all matters relating to the Intermediate, Senior, and Young People's work of the Sunday school.

DEPARTMENT OF ADULT WORK, to include the Organized Bible Class work and the Methodist Brotherhood.

DEPARTMENT OF MISSIONARY EDUCATION, to include all matters relating to the work of Missionary Education in the Sunday school.

DEPARTMENT OF TEACHER TRAINING, to include the administrative direction of Teacher Training, and the College Work of the Board.

DEPARTMENT OF INSTITUTE WORK, to include the Institute and other intensive field work of the Board.

DEPARTMENT OF EXTENSION, to include the missionary work of the Board in the United States.

DEPARTMENT OF FOREIGN WORK, to include all matters relating to the supervision and development of Sunday-school work in the foreign field.

DEPARTMENT OF SUNDAY-SCHOOL ADMINISTRATION, to include all matters relating to the organization and management of the local Sunday school and in co-operation with the departments of Teacher Training and Institutes to provide for the training of Sunday-school officers present and prospective.

4. There shall be an Executive Committee appointed at the Annual Meeting of the Board to have charge of the business of the Board in the interim of the Annual Meetings. The Executive Committee shall consist of two ministers, two laymen, the President, Corresponding Secretary, Editor of Sunday School Publications, Recording Secretary, Treasurer, and the chairmen of the several standing committees. It shall meet quarterly in the months of May, July, and October. Special meetings may be called by the President and executive officers of the Board.

Seven shall constitute a quorum. The Executive Committee shall not inaugurate new general policies for the Board, establish new departments, nor occupy new foreign territory without the approving action of the Board. The committee shall keep a careful record of its meetings, forwarding a copy of the same to each member of the Board. It shall also make a full report of its transactions to the Annual Meeting of the Board.

5. The following standing committees shall be appointed at the Annual Meeting in February:

(a) *A Finance Committee*, which shall consist of the Treasurer and five (5) additional members of the Board. It shall be the duty of this committee to devise ways and means to increase the resources of the Board, to audit the report of the Treasurer, and all accounts and bills presented to the Board, and make recommendations as to an annual budget. It shall meet quarterly at the time of the meeting of the Executive Committee.

(b) *A Committee on Curriculum*, which shall consist of nine (9) members, including the President, Corresponding Secretary, and Editor of Sunday School Publications. This committee shall consider all matters relating to the formation and development of the curricula for use in the schools and for Teacher Training.

(c) *A Committee on Elementary Work*, which shall consist of five (5) members, to which shall be referred all matters relating to Elementary work in the Sunday school.

(d) *A committee on Young People's Work*, which shall consist of five (5) members, and to which shall be referred all matters relating to Intermediate, Senior, and Young People's work in the Sunday school.

(e) *A Committee on Adult Work*, which shall consist of five (5) members, and to which shall be referred all matters relating to the Organized Bible Class and the Methodist Brotherhood.

(f) *A Committee on Missionary Education*, which shall consist of five (5) members, and to which shall be referred all matters relating to missionary education in the Sunday school.

(g) *A Committee on Teacher Training*, which shall consist of five (5) members, and to which shall be referred all matters relating to the administrative direction of Teacher Training and college work.

(h) *A Committee on Institute Work*, which shall consist of five (5) members, and to which shall be referred the Institute and other intensive field work of the Board.

(i) *A Committee on Extension*, which shall consist of five (5) members, and to which shall be referred all matters relating to the missionary work of the Board in the United States, including the organization of new Sunday schools and the maintenance of needy ones.

(j) *A Committee on Foreign Work*, which shall consist of five (5) members, and to which shall be referred all matters relating to Sunday-school work in the foreign field.

(k) *A Committee on Sunday-school Administration*, which shall consist of five (5) members, and to which shall be referred all matters relating to the management of the local schools.

(l) *A Committee on Week-Day Religious Education*, which shall consist of five (5) members and to which shall be referred all matters relating to week-day religious education.

6. Unless otherwise provided, the foregoing standing committees shall meet during the Annual Meeting of the Board and at such other times as the executive officers may direct. They shall keep a book of minutes, and shall report all their actions to the Board or to the Executive Committee for final adoption.

7. The President and executive officers of the Board shall be *ex-officio* members of all standing committees.

8. There shall be an Advisory Committee, consisting of those members of the Board resident in the city of Chicago or immediately adjacent thereto, which shall advise with the Corresponding Secretary on all matters of administration that may be referred to it for consideration.

9. The Recording Secretary shall keep a faithful record of the transactions of the Board, filing and preserving all papers relating to the same.

10. It shall be the duty of the Treasurer to receive all moneys collected for the Board, and to deposit same in the name of the Society in a bank to be approved by the Board or by the Executive Committee; to make payments on the order of the Corresponding Secretary for grants, salaries, and general expenses, making report thereof to the Board, and to preserve all financial reports and documents belonging to the Board. He shall give a bond, in amount to be fixed by the Board or by the Executive Committee.

11. All bills shall be approved by the Corresponding Secretary before they are paid, and shall be audited by the Finance Committee.

12. The following shall be the order of business at each regular meeting of the Board:

1. Devotional exercises.
2. Calling of roll.
3. Reading of the minutes of the previous meeting.
4. Unfinished business of the previous meeting.
5. Report of the Treasurer.
6. Report of the Corresponding Secretary.
7. Report of the Editor of Sunday School Publications.
8. Reports of standing committees.
9. Reports of special committees.
10. Miscellaneous.
11. Adjournment.

13. In discussion no speech shall exceed ten minutes in length unless permission be granted by the Board.

14. The Assistant Corresponding Secretary of the Board, the Departmental Superintendents, and the First Assistant Editor of

Sunday School Publications shall have the privileges of the floor, but without vote.

15. Any of these by-laws may be suspended at any session of an annual or special meeting of the Board by a two-thirds vote of the members present and voting, or may be changed by the same vote, provided notice of the change be given at a preceding session.

## BY-LAWS OF CORPORATION

### ARTICLE I

#### MEMBERS

SECTION 1. Members of this corporation shall consist of such persons as may from time to time be or become members of The Board of Sunday Schools elected by the General Conference of the Methodist Episcopal Church or selected in accordance with the directions of said Conference.

SECTION 2. Persons possessing the qualifications described in the preceding section may be elected members of this corporation at any regular or special meeting thereof.

SECTION 3. It shall be the duty of this corporation to at least annually revise its list of members. In case any member of this corporation has ceased to be a member of The Board of Sunday Schools, as constituted by the General Conference of the Methodist Episcopal Church, his membership in this corporation shall thereupon cease and shall be declared vacant. In case any member has been inattentive to his duties in this corporation or has been guilty of improper conduct, his membership may be declared vacant by a majority vote of all the members of this corporation.

### ARTICLE II

#### MANAGERS

SECTION 1. This corporation shall elect from the members thereof twenty-nine persons as managers to serve for a period of one year and until their successors are elected. Said managers shall have the control and management of the affairs and funds of the corporation. Said managers may, upon consent of the corporation, expressed by a vote of a majority of the members thereof, borrow money, to be used solely for purposes of their organization, and may pledge their property therefor.

SECTION 2. Whenever managers shall be elected a certificate under the seal of the corporation attested by the Recording Secretary, giving the names of those elected and the term of their office, shall be recorded by the Recording Secretary in the office of the Recorder of Deeds of Cook County, Illinois.

SECTION 3. Vacancies in the Board of Managers shall be filled by the members of the corporation at any regular or

special meeting thereof, and upon filling any vacancy a like certificate shall be recorded. Any person ceasing to be a member of the corporation shall thereupon cease to be a member of the Board of Managers.

### ARTICLE III

#### OFFICERS

SECTION 1. The officers of this corporation shall consist of a President, a Corresponding Secretary, a Recording Secretary, an Assistant Recording Secretary, and a Treasurer, who shall be elected at the Annual Meeting of the members thereof and shall hold office until their respective successors are chosen. A majority of all the members of this corporation may declare any office vacant and may fill such vacancy at any annual or special meeting. In case of the temporary absence or inability of any officer, his office may be filled *pro tem* by a majority of the members present at any annual or special meeting.

SECTION 2. The President shall preside at all meetings of the corporation and of the Board of Managers.

SECTION 3. The Corresponding Secretary shall conduct the correspondence of the corporation and of the Board of Managers.

SECTION 4. The Recording Secretary shall keep full and true record of the proceedings of all meetings of the corporation and of the Board of Managers and shall have the custody of the seal of the corporation. The Assistant Recording Secretary shall perform the duties of the Recording Secretary in his absence or inability to serve.

SECTION 5. The Treasurer shall receive and have the custody of all moneys and other properties of the corporation. He shall not disburse any money or turn over any property of the corporation without warrant therefor signed by the President and Recording Secretary.

SECTION 6. Each officer shall, in addition to the duties hereinbefore specified, perform such other duties as the corporation or the Board of Managers may from time to time direct, and shall promptly turn over to his successor all books, papers, moneys, and other properties of the corporation.

### ARTICLE IV

#### MEETINGS

SECTION 1. The regular Annual Meetings of the members of this corporation shall be held at the office of the corporation on the first Wednesday of February, at the hour of 10 o'clock A. M.

SECTION 2. Special meetings of the members of the corporation may be called at any time by the President and Corresponding Secretary or by any five members by mailing at

least ten days prior thereto, to the last known address of each member, a notice of such special meeting, properly addressed and stamped, stating in said notice the object of said meeting.

SECTION 3. The Annual Meeting of the Managers of this corporation shall be held at the office of the corporation on the first Wednesday of February immediately at the close of the Annual Meeting of the members of the corporation.

SECTION 4. Special meetings of the Board of Managers may be called at any time by the President and Corresponding Secretary or by any five members of the Board of Managers by mailing at least ten days prior thereto, to the last known address of each member of the Board of Managers, a notice properly addressed and stamped of such special meeting, stating the object thereof.

SECTION 5. Seven members shall constitute a quorum at any meeting of the corporation or of the Board of Managers.

## ARTICLE V

### AMENDMENTS

SECTION 1. The Articles of Association of this corporation may be changed at any annual or special meeting of the corporation, but no such change shall take effect until the certificate thereof under seal of the corporation shall be filed in the office of the Secretary of State, of the State of Illinois and recorded in the office of the Recorder of Deeds of Cook County, Illinois.

SECTION 2. These by-laws may be amended at any Annual Meeting of the corporation or adjourned session thereof.

## STATISTICS

### Explanatory Notes

The table on the following pages shows the annual growth of the Sunday Schools of the Methodist Episcopal Church from 1845 to the present time. The Statistics of the Sunday School Union have been carefully checked over back to 1845 and corrected to conform to our present methods of reporting. Several new items of statistical information have been authorized by the General Conference from time to time, and these have been added to this revised report from the date when reports began to be returned. Average Attendance began to be reported in 1867; Officers, teachers, and pupils who are church members or preparatory members were not reported until 1870, and the latter item dropped out of the reports from 1895 to 1909; Home Department Members were not reported until 1897 nor Children on the Cradle Roll until 1909.

Offerings for Missions were not regularly reported until 1869. The only reports appearing before that time were for the years 1847, 1848, and 1849, when the offerings were respectively, \$8,020, \$13,592, and \$15,664. How much the schools contributed in the twenty years between 1849 and 1869 it is impossible even to estimate, but since 1869 they have contributed the stupendous sum of \$27,119,979. (From 1920 on the figures are for total contributions to Centenary and Apportioned Benevolences.)

Beginning with 1920 "Accessions to the Church from the Sunday School Membership" are reported instead of conversions.

Table Showing the Annual Growth of the Sunday Schools of the Methodist Episcopal Church from 1845 to the Close of 1923



**Table Showing the Annual Growth of the Sunday Schools of the Methodist Episcopal Church from 1845 to the Close of 1923—Continued**

YEAR		Sunday Schools	Officers and Teachers	Scholars of all grades (not including Home Department) including Home Department on the Cradle Roll	Members in the Home Department	Children on the Cradle Roll	Total Enrollment in all Departments including Teachers, Scholars, Home Dept., Cradles Roll	Officers or Preparatory Members who are Preparing Church Members	Average Attendance at All Grades	Officers and Teachers	Scholars, including Members of the Home Dept., who are Preparing Church Members	Home Department or Preparatory Members	Conversations from S. S. membership	Offenses for Missions *	Sunday School Ex- Members; Lesson Leaves, etc.	Total Receipts of Board Schools
1916	36,176	411,839	3,697,916	233,640	336,725	4,679,120	2,363,033	387,196	1,855,297	204,717	676,220	1,967,213	1,993	1,967,213	1,993	
1917	36,302	414,480	3,679,554	237,039	348,470	4,679,943	2,311,132	385,896	1,925,183	179,311	696,004	2,034,117	181,493	2,034,117	181,493	
1918	36,274	407,811	3,563,533	235,845	347,809	4,554,998	2,184,962	378,454	1,919,808	140,679	742,032	2,064,707	210,877	2,064,707	210,877	
1919	36,168	396,974	3,458,427	222,109	347,739	4,421,259	2,104,434	1,857,203	1,857,203	1,410	1,025,456	305,433	1,025,456	305,433		
1920	35,981	392,895	3,504,425	221,109	343,290	4,461,632	2,114,779	366,074	1,897,480	* 198,355	+ 2,000,000	2,492,874	378,048	2,492,874	378,048	
1921	36,471	401,068	3,759,519	230,139	357,632	4,748,358	2,354,389	273,014	2,044,250	200,668	1,783,660	2,946,067	* 365,559	2,946,067	* 365,559	
1922	36,806	412,746	3,899,397	239,126	379,184	4,930,453	2,470,763	385,899	2,076,714	185,777	1,770,048	3,126,152	350,564	3,126,152	350,564	
1923	36,982	415,875	3,896,047	236,018	381,520	4,929,460	2,445,975	387,980	2,118,736	160,548	1,705,139	3,296,999	346,123	3,296,999	346,123	

\*Beginning with 1920, "Accessions to the Church from Membership of Sunday School" are reported instead of conversions.

**Estimated.** From 1920 on the figures represent total contributions to Centenary and Apportioned Benevolences. Prior to 1908 the "Total Receipts for the Board of Sunday Schools," are for the Standard School Union.

Local receipts or the amount of money received by the Sunday Schools for the benefit of the Centenary and Apportioned Benevolences.

...and upon whom the voice of the people will be heard.

# SPRING CONFERENCES—1923

**NAMES OF CHARGES  
OR CHURCHES**

List No.

**Sunday Schools**

**Officers and  
Teachers**

**Scholars not included  
in Home Department Roll**

**Children on the  
Home Department Roll**

**Average Attendance  
of all Grades**

**Officers and Teachers  
Who are Church  
Members or Pre-  
paratory Members**

**Scholars, including  
the Home Deptt., who  
are Ch. Members or  
Preparatory Members**

**Accessions to the  
Church from Member-  
ship of S. S. to Cen-  
ter and Appointed  
Benevolences**

**Sunday School Ex-  
penses: Lessons,  
Books, etc.**

1 Baltimore	434	8,078	69,432	4,404	7,162	89,076	44,341	7,795	3,792	\$68,314	\$70,974
2 Central Missouri	87	613	3,674	245	281	4,813	2,354	598	192	1,219	1,759
3 Central Pennsylvania	605	10,654	89,985	6,611	10,503	117,753	56,939	10,258	58,982	3,724	69,029
4 Delaware	283	2,668	25,731	1,628	2,962	32,529	11,928	2,688	13,442	1,010	7,156
5 East German	43	595	3,793	441	451	5,280	3,030	590	1,331	166	921
6 Eastern Swedish	32	450	3,110	393	663	4,616	2,350	403	1,445	151	2,391
7 Florida	92	489	3,040	143	186	3,858	2,048	459	1,738	223	631
8 Kansas	481	9,304	74,800	3,563	8,203	95,870	49,322	8,839	49,531	4,797	34,807
9 Latin-American Mission	42	190	2,111	83	177	2,561	1,297	157	869	125	463
10 Lexington	169	1,405	13,407	567	1,244	16,623	7,228	1,359	7,115	687	3,011
11 Louisiana	212	1,199	10,317	540	893	12,949	7,114	1,141	5,040	888	2,369
12 Lincoln	68	403	1,997	1,822	217	2,799	1,254	369	925	137	418
13 Maine*	(337)	3,610	27,374	3,970	5,174	40,128	16,000	3,001	11,455	905	9,988
14 Mississippi	285	1,984	13,330	1,982	982	16,766	8,424	8,876	4,487	1,353	3,849
15 Newark	311	6,227	49,631	9,339	6,167	71,364	31,381	5,928	24,142	2,675	43,232
16 New England	247	5,758	45,947	6,830	7,182	65,717	28,998	5,445	27,210	3,044	27,716
17 New England Southern	191	3,094	22,012	3,937	3,516	32,559	12,974	2,875	12,083	1,247	14,062
18 New Hampshire	147	1,846	18,608	2,117	2,301	19,872	7,882	1,661	7,585	619	6,851
19 New Jersey	370	6,756	59,481	6,958	6,806	80,001	33,483	6,484	35,892	2,086	44,292
20 New York	350	4,407	32,235	5,268	4,316	46,226	20,307	4,171	16,421	1,688	26,155
21 New York East	287	6,619	10,509	10,847	7,075	77,600	33,897	6,216	30,189	2,656	37,564
22 North Indiana	444	9,085	72,171	4,125	8,042	93,423	48,518	8,703	52,025	3,826	50,083
23 Northern New York	269	4,025	29,863	4,088	4,472	42,446	16,529	3,666	20,751	1,194	25,894
24 Northwest Kansas	226	3,784	28,250	1,646	4,030	37,710	18,403	3,468	18,127	2,039	9,963
25 Philadelphia	403	9,882	62,623	11,536	10,393	128,074	57,963	6,629	60,415	3,861	102,007
26 Saint John's River	54	810	7,171	3,67	668	9,016	5,507	698	3,498	488	No Report
27 South Florida Mission*	(33)	225	1,449	15	108	1,797	867	206	540	116	255
28 Southwest Kansas	311	6,429	53,903	3,187	6,820	70,339	36,626	6,011	35,070	2,739	28,275
29 Troy	319	5,088	37,456	4,946	5,369	52,859	21,956	4,830	25,076	1,635	61,004
30 Upper Mississippi	276	1,790	11,815	252	673	14,530	8,259	1,773	11,50	1,541	4,3,395
31 Vermont	145	1,745	10,781	1,727	2,033	16,286	6,590	5,782	12,608	2,890	3,289
32 Washington	356	2,946	23,882	1,099	2,814	30,194	12,743	2,845	9,598	1,101	5,317
33 Wilmington	362	5,870	50,174	2,193	4,523	62,743	29,402	5,735	28,459	1,953	38,861
34 Wyoming	386	6,592	53,297	4,821	5,572	70,282	32,672	6,444	34,778	2,579	33,520
Total											55,180

8,657,134,618,1,094,532,108,078,131,978,1,469,206

678,451,112,7,838

653,667

55,216

\$748,649

\$1,121,552

FALL CONFERENCES—1923

35	Nebraska .....	93,519	10,044	45,083	7,484	3,103	23,116	67,097
36	New Mexico .....	3,911	1,166	6,245	3,472	2,700	1,720	5,117
56	5,156	392	323	12,427	6,561	1,274	2,279	3,365
180	10,649	145	855	2,028	12,290	1,795	7,091	17,398
211	17,390	3,185	1,792	13,699	7,094	877	3,674	8,759
210	10,258	4,644	1,792	13,699	7,094	877	579	3,558
39	North Montana .....	154,532	7,159	12,253	188,566	90,652	14,147	102,985
40	Northeast Ohio .....	14,622	3,515	2,013	4,076	2,534	4,753	2,611
45	42 Northern German .....	45	3,476	2,267	4,466	41,515	20,365	2,991
42	42 Northern Minnesota .....	3,476	31,306	2,267	4,466	41,515	20,365	2,991
43	43 Northern Swedish .....	47	346	2,723	264	3,410	1,943	3,306
44	44 Northwest German .....	47	602	3,867	129	4,266	2,604	581
45	45 Northwest Indiana .....	290	51,440	2,821	6,815	66,596	31,310	5,250
46	46 Northwest Iowa .....	233	3,969	36,160	1,987	5,944	48,060	21,453
47	47 Northwest Nebraska .....	65	861	7,152	361	1,206	9,580	4,876
48	48 Norwegian and Danish .....	64	528	3,541	198	584	4,851	2,528
49	49 Ohio .....	545	8,493	78,123	3,179	6,780	96,575	50,775
50	50 Oklahoma .....	301	4,775	49,562	1,243	4,959	60,539	32,669
51	Oregon .....	216	3,161	28,275	1,296	3,869	36,601	18,561
52	Pacific Chinese Mission .....	12	72	693	.....	765	553	66
53	Pacific German .....	18	217	941	24	1,236	936	239
54	Pacific Japanese .....	27	153	1,416	86	278	1,933	1,081
55	Pacific Swedish .....	16	152	1,114	34	102	1,402	740
56	Pittsburgh .....	449	9,130	98,745	8,371	10,898	127,144	58,745
57	Puget Sound .....	204	3,210	29,057	1,154	3,230	39,651	19,068
58	Rock River .....	326	8,255	77,116	4,282	8,292	86,606	77,554
59	Saint Louis .....	85	4,735	41,474	1,628	3,557	51,434	28,059
60	Saint Louis German .....	124	1,351	8,519	787	917	11,574	6,303
61	Savannah .....	739	4,341	147	442	5,669	2,739	691
62	Southern Carolina* .....	(402)	2,849	26,664	626	30,743	17,515	2,786
63	Southern California .....	(322)	7,879	76,606	6,363	8,767	99,615	49,308
64	Southern German .....	51	624	4,349	327	3,411	5,641	3,201
65	Southern Illinois .....	466	6,237	55,533	2,829	4,821	69,420	37,391
66	Southern Swedish Mission .....	13	131	1,250	18	66	1,465	916
67	Tennessee .....	118	760	5,063	96	212	6,131	3,041
68	Texas .....	240	1,676	10,042	448	655	12,821	6,702
69	Upper Iowa .....	257	4,324	40,180	2,935	6,305	53,744	23,721
70	Utah .....	20	279	2,298	3,012	3,089	1,546	2,226
71	West German .....	79	1,169	7,386	297	740	9,592	1,131
72	West Ohio .....	695	12,839	123,310	5,820	10,687	15,277	7,946
73	West Texas .....	186	1,185	6,825	318	7,114	9,042	4,797
74	West Virginia .....	923	9,266	86,477	3,161	7,602	106,506	58,415
75	West Wisconsin .....	297	3,629	28,713	2,038	4,693	39,073	17,795
76	Western Norwegian-Danish .....	24	148	1,097	40	182	1,467	791
77	Western Swedish .....	32	349	2,295	68	269	2,981	1,544
78	Wisconsin .....	251	3,587	27,280	2,346	5,350	38,563	17,762
79	Wyoming State .....	257	7,381	27,103	1,152	9,557	8,950	4,189

\*Last year's figures.

FOREIGN CONFERENCES—1923

'On account of fluctuating exchange rates and because of uncertainty as to the monetary basis used in reporting, it is impossible to render accurate reports on financial matters for our foreign conferences.

RECAPITULATION—1923

United States Summary

World Summary













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4  
23

Methodist Episcopal Church. Board of  
Sunday Schools.

Year book / the Board of Sunday  
Schools of the Methodist Episcopal  
Church. -- [S.l. : s.n., 1923?]

257 p. ; 20 cm.

Cover title.

051654 1. Methodist Episcopal Church. Board  
of Sunday Schools. I. Title II.  
Title: Yearbook.

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